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ABSTRACT

This volume presents a framework for teaching eighth grade U.S. history up to 1830 using an integrated humanities perspective that includes art, architecture, literature, religion, music, and dance as applied to everyday colonial life. The 28 activities are presented in standard format, including a brief introduction, list of objectives, time required, necessary materials, and step-by-step procedure. Black-line handout masters are also included. A master chart lists activity titles, historical topics, time periods covered, and an activity description. The first activity presents a cultural universals chart which helps students identify lifestyle differences among the colonies. The second activity, a research project on family life in the early 1800s, includes a two-page question guide. Other activities used include discussion, hypothesizing, inferring, writing, simulation, brainstorming, map interpretation, diary reading, timelines, singing, and local community study. Some of the 28 titles include "Skulls and Angels: Gravestones and Epitaphs in New England Church Yards"; "The Boston Massacre: Recognizing Bias in Primary Sources"; "Dear Diary: New England Daily Life in the 1820s"; "Classical Influence on American Culture"; and "Using Folk Songs to Teach about Slavery." Primary source material is used throughout many of the activities. Two bibliographies are included. The framework provided by this guide can be applied to other historical eras. (CBC)

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A HUMANITIES APPROACH TO EARLY NATIONAL U.S. HISTORY:

Activities and Resources for the Junior High School Teacher

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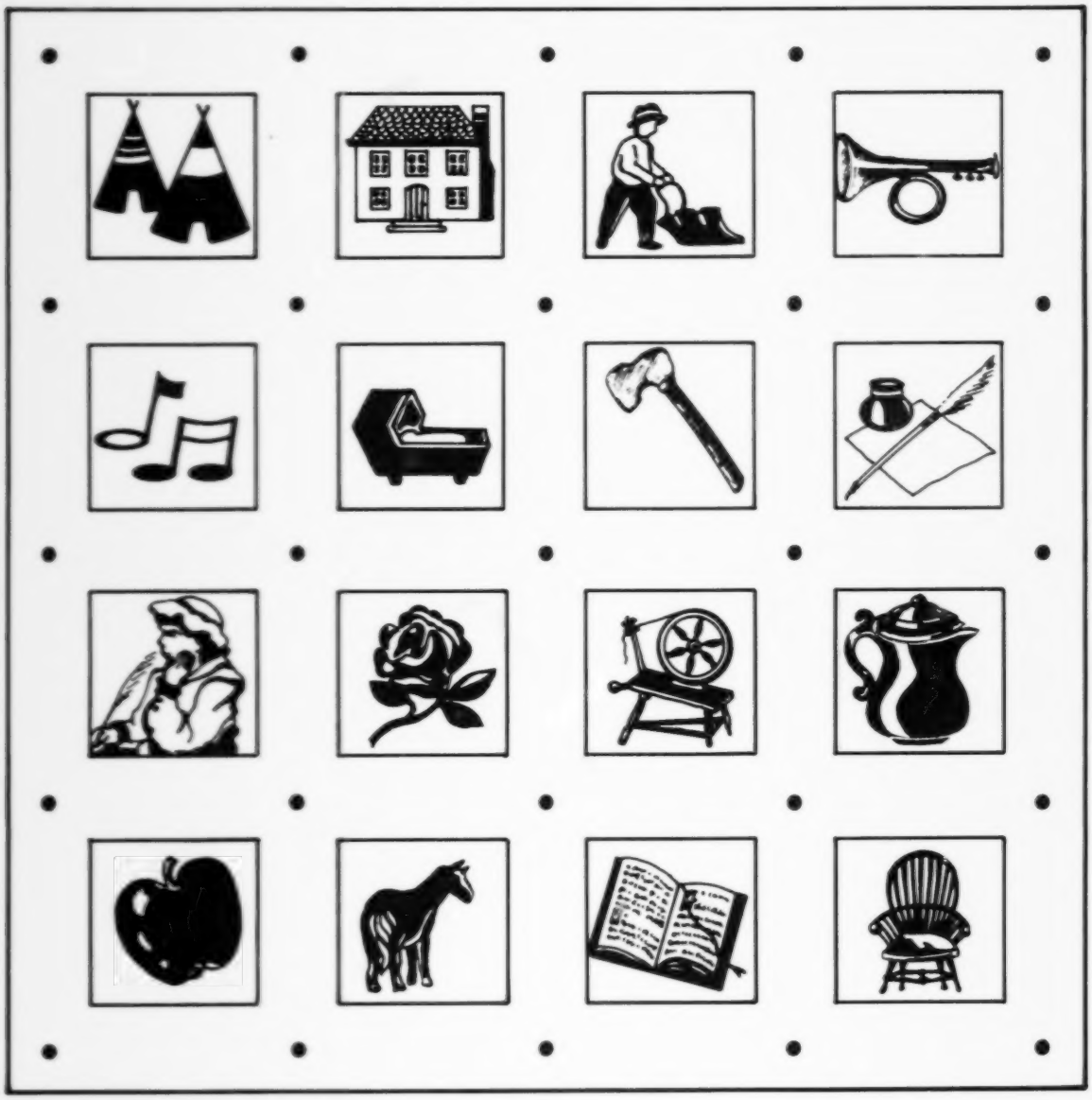

SO 017598

Edited by James R. Giese and Lynn S. Parisi

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A HUMANITIES APPROACH TO EARLY NATIONAL U.S. HISTORY: ACTIVITIES AND RESOURCES FOR THE JUNIOR HIGH SCHOOL TEACHER

edited by

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CONTENTS

ACKNOWLEDGMENTS iv

INTRODUCTION 1

ACTIVITIES 5

1. A Cultural Universals Chart 5
2. Research Project 9
3. Living in a Puritan Town 17
4. Puritan Opinions 23
5. Who Were the Puritans? 39
6. Skulls and Angels: Gravestones and Epitaphs in New England Church Yards 43
7. To Have and to Hold 53
8. More People, More Land 59
9. Who's Who in Early America? 65
10. Values and the American Revolution 71
11. The Boston Massacre: Recognizing Bias in Primary Sources 81
12. Town Meeting 89
13. The American Revolution Compared to the Revolutions of Other Nations 91
14. Disorder to Order 95
15. The Government of the United States Under the Articles of Confederation 97
16. The Constitutional Convention and the Establishment of a New Order 101
17. Classical Influence on American Culture 105
18. Fine Arts and Architecture 107
19. The Nation in the 1790s 117
20. Dear Diary: New England Daily Life in the 1820s 125
21. Family Life in the Early National Period 141
22. The Growth of the American Economy, 1783-1830 157
23. Indentures and Apprenticeships: Occupation 165
24. Indentures and Apprenticeships: Contracts 171
25. Fashion in the Early National Period 179
26. School in the Early 19th Century 181
27. Using Folk Songs to Teach About Slavery 185
28. Shoutin' and Singing': Slave Songs of Freedom 195

RELATED RESOURCES IN THE ERIC SYSTEM 199

THE EARLY NATIONAL PERIOD: A SELECTED BIBLIOGRAPHY 207

ACKNOWLEDGMENTS

The lesson plans/activities contained in this book were selected from among nearly 500 lesson plans developed by teachers who participated in a 1984 summer institute, "The Young Republic," sponsored by the Social Science Education Consortium and the University of Colorado History Department and funded by the National Endowment for the Humanities. Sixty elementary and middle school teachers participated in the institute. The teachers came as teams from 15 school districts from all around the country--from Washington to North Carolina, from California to Massachusetts and points in between. The primary goal of the institute was to enrich social studies (especially U.S. history) teaching in the elementary and middle school grades by focusing on a humanities approach to one historical period, the early national era of United States history. In accomplishing that goal, I think the faculty and participants were eminently successful. The contents of this book are one testimonial to that success.

Selection of the lesson plans contained herein was no easy task, considering the large number and generally high quality of activities created by participating teachers. In choosing the lessons to be included, we endeavored to include materials from as many humanities disciplines as possible and at the same time to include material that adequately covered the period. Knowing that teachers currently do not and probably cannot spend large amounts of time teaching about the early national period, we have also tried to include lessons that are more general as to approach or which are highly suggestive in terms of their application to teaching about any specific historical period. We know too that you, the junior high school teacher, will not and cannot use all the lessons contained in this book in a year, or even two or three years. But we trust you will be able to use several of them each year and will be able to adapt still others for teaching about other historical periods.

I would like to thank my institute co-Director, Dr. Matthew T. Downey, whose lead in history education I have admired and often followed. I would also like to extend my thanks to each institute faculty member--Dr. Lance Banning, Dr. John Boles, Dr. Elwood (Lee) Parry, and Dr. Deborah van Broekhoven; the visiting lecturers--Dr. Miles Olsen, Alberta Sebolt-George, and Dr. John Anthony Scott; and the institute master teachers--Phyllis Clarke and Thomas G. Ward, without all of whom the institute could not have succeeded. Perhaps most importantly, I would like to give my appreciation to the 60 teachers, hardworking and dedicated professionals all, for coming to Boulder, putting up with dormitory conditions and a month away from home, and working so hard to make the institute a rewarding professional experience for everyone.

Finally, I would like to thank Lynn Parisi for her hard work on putting the manuscript in publishable form, and to Cindy Cook and Laurel Singleton for their editorial and publishing expertise.

James R. Giese
Executive Director, Social
Science Education Consortium

INTRODUCTION

U.S. history is the most-often-taught social studies course in American schools, typically being covered in grades 5, 8, and 11. Yet students learn little about many aspects of U.S. history, including the history of art, architecture, literature, religion, music, dance, and, in fact, everyday life. What they most often learn about are the "big events" of political and military history.

This book and its companion volume are designed to address that problem. They present a framework that can be used to teach a survey of U.S. history from an integrated humanities perspective. This volume is aimed at teachers of grade 8; the companion volume is for teachers of grade 5. The emphasis in both books is on the colonial and early national periods of U.S. history--the years up to 1830--but the framework provided can be applied to coverage of other eras as well.

This volume contains 28 activities. The first presents a structure that can be used to guide study of any period. The second is a student research project that can also be adapted to any period. The remaining activities look at aspects of the early national period--or events that had a great impact on that period--from a humanities perspective.

The activities are presented in a standard format. A brief introduction describes the activity. This is followed by a list of objectives, an estimation of the time required to use the activity (assuming that class periods are approximately 45 minutes in length), and a list of materials needed to do the activity. Next is a step-by-step listing of procedures for implementing the activity. Black-line masters for handouts needed in the activity follow the procedure. The table below will help you select activities that meet your needs.

The book concludes with two lists of resources.

Description of Activities

Activity Number and Title	Topic	Approximate Time Period Covered	Activity Description
1. A Cultural Universals Chart	Cultural universals	Any	Group completion of chart
2. Research Project	Family life	Early 1800s	Individual research, panel discussions, writing
3. Living in a Puritan Town	Early community planning	1636-1700	Reading, discussion, map interpretation, writing
4. Puritan Opinions	Puritan values	1630-1700	Reading, discussion
5. Who Were the Puritans?	Puritan beliefs	1630-1700	Reading, discussion, brainstorming
6. Skulls and Angels: Gravestones and Epitaphs in New England Church Yards	Puritan attitudes toward death	1630-1700	Reading, interpreting art, discussion, writing

Activity Number and Title	Topic	Approximate Time Period Covered	Activity Description
7. To Have and To Hold	Colonial marriage contracts	1600-1800	Reading, discussion, writing
8. More People, More Land	Population growth	1607-1750	Reading chart, hypothesizing, reading, inferring, writing
9. Who's Who in Early America	Prominent people	1620-1830	Research, oral reporting
10. Values and the American Revolution	Reasons for American Revolution	1765-1776	Discussion, writing, surveying, reading
11. The Boston Massacre: Recognizing Bias in Primary Sources	Boston Massacre	1770	Small group analysis of source material, discussion
12. Town Meeting	American Revolution	1776	Research, simulated town meeting
13. The American Revolution Compared to the Revolutions of Other Nations	American Revolution	1775-1781	Small group categorizing of events
14. Disorder to Order	Organizing a government	1781	Discussion, role play, writing
15. The Government of the United States Under the Articles of Confederation	Early government	1781-1787	Reading, small group discussion, brainstorming
16. The Constitutional Convention and the Establishment of a New Order	Constitution	1787	Small group problem solving/ writing, or role play
17. Classical Influence on American Culture	Architecture	1735-1820	Analysis of architecture, discussion
18. Fine Arts and Architecture	Art and architecture	1735-1820	Analysis of art and architecture, local community study, bulletin board development
19. The Nation in the 1790s	Trans-Appalachian settlement	1790s	Reading, discussion, map interpretation
20. Dear Diary: New England Daily Life in the 1820s	Early national lifestyles, male/female roles	1820s	Diary reading and analysis, discussion
21. Family Life in the Early National Period	Family life and structure	1800-1830	Reading, discussion, diary analysis
22. The Growth of the American Economy, 1783-1830	Economic growth, technology	1783-1830	Simulation, lecture, worksheet, timeline making
23. Indentures and Apprenticeships: Occupation	Jobs	1783-1830	Research, discussion, crossword puzzle

Activity Number and Title	Topic	Approximate Time Period Covered	Activity Description
24. Indentures and Apprenticeships: Contracts	Terms of employment	1700-1830	Lecture, reading, collection of newspaper articles
25. Fashion in the Early National Period	Clothing styles	1783-1830	Picture analysis, small group discussion, writing/ drawing, making a timeline
26. School in the Early 19th Century	Education	1800-1830	Reading, discussion, simulation
27. Using Folk Songs to Teach About Slavery	Slavery, music	1800-1860	Reading, singing, discussion
28. Shoutin' and Singin': Slave Songs of Freedom	Slavery, music	1800-1860	Reading, discussion

1. A CULTURAL UNIVERSALS CHART

Introduction:

This activity provides a framework that can be used to teach a survey of U.S. history at the middle/junior high school level from an integrated humanities perspective. Although the remaining activities included in this publication focus mainly on the period between 1797 and 1830, the cultural universals framework introduced in this activity will apply throughout a full-year survey course. It is flexible enough for the teacher to use his/her own favorite materials and activities while establishing an enduring base upon which to build.

The approach introduced here and embodied in the following activities provides continuity in teaching U.S. history throughout the school year and establishes a structure for teaching the "Young Republic" period of U.S. history from a humanities approach. In addition, it provides continuity between the seventh- and eighth-grade courses of study.

Objectives: Students will be able to:

1. Understand and apply a model for analyzing periods of U.S. history.

2. Compare and contrast the past with the present.

3. Realize that the only way to understand what we are is to understand where we came from.

Teaching Time: 1 or 2 class periods.

Materials: Duplicated chart forms using seven topics per sheet (see samples following Procedure); large sheets of butcher paper.

Procedure:

1. Before beginning each broad area of study, give every student a blank chart. Explain that these charts will serve as cover sheets for students' history folders, in which they will accumulate materials and activities covered in the unit. As the lessons covering the period are presented, students will update or add information to their charts. Enough material and information should be given during the course of the unit to insure that the chart can be completed.

2. At the conclusion of each unit, a large sheet of butcher paper should be attached to the chalkboard at the front of the classroom. Students, armed with their individual charts, should then work together to compile a master class chart. This chart will serve to review all of the information in the unit and will provide students an opportunity to correct misinformation on individual charts. At the completion of the activity, the teacher should carefully store the master chart.

Prepared by Joyce A. Thompson, Milwaukee (Wisconsin) Public Schools.

3. The first master chart should be done as a class activity at the beginning of the school year, in order to show students what is expected of them. Use the present day as the topic for the first chart, as students should have enough basic knowledge to do an adequate job. If one of the class's group decisions is mistaken, allow the error to stand. This will enable students to correct their mistake at the end of the year, when they have learned more. This master chart should also be saved.

At the end of the school year, all master charts should be pasted around the room in chronological order. The class can then get an overall picture of the course and draw conclusions from the charts. Areas of significant change should be noted and discussed, as should areas where no change has taken place. Help students develop some concluding generalizations for the school year.

Examples of Cultural Universals Charts:

1. The chart on page 5 could be used for any period of history.

2. During the colonial period, lifestyles developed differently in different areas; differences were especially pronounced between the New England Colonies and the Southern Colonies. In order to portray, compare, or contrast these differences, the following chart could be substituted.

Colonial Period	New England Colonies	Middle Colonies	Southern Colonies
Food			
Clothing			
Shelter			
Family			

EXAMPLE CULTURAL UNIVERSALS CHART

Unit __	The Young Republic
Food	
Clothing	
Shelter	
Family	
Transportation	
Communication	

Unit __	The Young Republic
Education	
Economics	
Government	
Religion	
Recreation	
Art	

3. To compare different groups within the same region, one of the following charts could be used.

New England	Merchants (City Life)	Farmers (Rural)
Food		
Clothing		
Shelter		
Family		

The South	Planters	Slaves	Small Farmers
Food			
Clothing			
Shelter			
Family			

2. RESEARCH PROJECT

Introduction:

This activity is designed to enable students to look at the different kinds of families living and working in the "Young Republic." In addition to its focus on the family, the activity supplies information for the cultural universals chart (see Activity 1) in the areas of food, clothing, shelter, transportation, communication, religion, recreation, and the arts. Finally, it provides an opportunity for students to organize and present information through a panel discussion.

Objectives: Students will be able to:

1. Apply writing skills to social studies content.

2. Investigate several aspects of the cultural universals chart.

3. Discover the similarities and differences among families living during the same time period.

4. Compare and contrast the different social strata of this period.

5. Work cooperatively in small and large groups.

6. Become familiar with library resources.

7. Share accumulated information through a panel discussion.

Teaching Time: Approximately 8 class periods.

Materials: Copies of Handouts 2-1 and 2-2 for all students; map paper and construction paper.

Procedures:

1. Before beginning this activity, reserve library time for the second and third days of the project. To facilitate student research, you might want to locate relevant library resources in advance and compile a list of books that can be checked out for home use. The bibliography at the end of this book will be a useful starting point in locating resources.

Day 1

2. Distribute Handout 2-1 and read through it with the class. Make sure students understand the overall assignment and what they will be doing each day--library research, information sharing, panel presentation, or final report writing. Explain that this project involves group and individual efforts.

Prepared by Joyce A. Thompson, Milwaukee (Wisconsin) Public Schools.

3. Divide the class into five groups, ideally of five students each. In this way each student will have his or her own topic of research. These topics match categories on the cultural universals chart introduced in Activity 1. Assign each group a family and let students pick one of the five topics to research (see family and topic assignments in Handout 2-1). Point out that students will do research independently but that all group members will need information from each other to complete the assignment.

4. Distribute Handout 2-2. Give groups ten minutes to become familiar with the assignment. Point out that the specific questions answered will depend on the resources used. It is unlikely that students will be able to answer all the questions. Spend the remainder of class answering questions and clarifying tasks.

Days 2-3

5. Have students spend these two days in the library conducting research. At the end of each day, allow five to ten minutes for students to ask questions that have arisen.

Day 4

6. Students will spend this day meeting with their groups, sharing information, and preparing for the panel discussion to take place on Day 5. Remind students to fill in the remainder of Handout 2-2 as well as possible.

7. Spend ten minutes at the end of class clarifying panel procedure.

Days 5-7

8. Conduct panel presentations. Encourage student question-and-answer sessions after the presentations.

Day 8 (optional)

9. This day may be devoted to writing individual reports. Collect the reports at the end of class.

FAMILY RESEARCH PROJECT

For the next few days, you will be working in small groups to learn more about a particular kind of family living in the United States in the early 1800s. Your teacher will assign each group one of the following families: (1) New England merchant family; (2) Southern plantation family (plantation owners); (3) slave family; (4) small farm family in the rural South; and (5) pioneer family.

Within your group, each student will be responsible for researching one aspect of family life. Each group member should choose one of the following topics: (1) food, clothing, and shelter; (2) education and religion; (3) economics and government; (4) transportation, communication, and recreation; and (5) art, literature, and music.

You will spend two days in the library finding information on your topic. You will share this information with your group. Your group will present information to the class in a panel discussion.

There are four general requirements for your project. Be sure to follow them.

1. Use at least three different sources of information.

2. Try to locate a picture or pictures that show something about the aspect of family life you are reporting on. Be prepared to describe what you have learned from the picture during the panel discussion.

3. In the panel discussion, each student will report on his/her aspects of family life. Be prepared to answer questions from the class.

4. Each student will submit a written report covering all aspects of his or her "family's" life. Your report should note similarities and differences between your family and at least one other group's family. Your report should also tell of all the families you have heard presentations about, which you would most and least like to be a member of. Explain your reasons.

RESEARCH GUIDE

Use the questions in this handout to help you organize your research for the panel discussion. Find the questions for your topic and try to answer as many as possible. When your group gets together to prepare for the panel discussion, fill in the rest of the handout with information provided by other group members. Use this sheet during the panel discussion and as an outline to help you write your final report.

I. Food, Clothing, and Shelter

1. What kind of food does this family usually eat?

2. How do they get their food?

3. Does this family have a garden?

4. What kinds of natural resources are available where this family lives?

5. What influences do these resources have on food? Shelter? Clothing?

6. What effect does climate have on your family and how it lives? Describe the climate.

7. What kind of clothing does each member of the family wear for every day? On Sunday or special occasions?

8. What kinds of building materials were used to make the family's house?

9. Are there other kinds of buildings on the family's property? If so, name them.

10. Did this family build its own house? Why or why not?

11. Suggested additional activities:

    a. Draw a map of the state or section of the country where this family lives. Show the natural resources of the area.

    b. Try to find pictures that give examples of food, clothing, and shelter.

II. Education and Religion

1. Are there schools where the family lives?

2. About how far from a school does the family live?

3. Who runs the school?

4. Does every child in the family attend school? Why or why not?

5. Is the family's church connected to their school in any way?

6. Can every member of the family read and write? Why or why not?

7. What kinds of textbooks do the children learn from?

8. What kind of church does the family attend?

9. How important is the church to the family's life?

10. How often does the family attend church?

11. On what special occasions do they attend church?

12. Suggested additional activities:

a. Find examples (pictures) of what the family's church and school look like.

b. Tell how students who attended school were expected to behave.

c. Describe what might happen to a child who misbehaved in school.

III. Economics and Goverment

1. Who earns the income of the family?

2. List some of the jobs that each member of the family is expected to do (father, mother, sons, daughters).

3. Does the family own property? Why or why not?

4. What category would you place the family in--upper class, middle class, or poor? Upon what did you base your decision?

5. Does the family have additional sources of income?

6. What things might the family make themselves?

7. What things might they buy? Why?

8. Can the father of the family vote?

9. Might the father of the family hold public office? Why or why not?

11. Suggested additional activities:

a. Find pictures that illustrate the family at work.

b. Describe the workday of one family member.

IV. Transportation, Communication, and Recreation

1. What kinds of transportation would the family use to get around?

2. What kinds of transportation are available to the family? Check the geographical area.

3. If the family had relatives living in another state, how would they communicate with them?

4. What would be the family's main sources of transportation and communication?

5. What kinds of games did children play?

6. What kinds of things did adults do for relaxation?

7. What kinds of toys did children have?

8. What kinds of sports equipment might the family possess?

9. Suggested additional activities:

a. Simulate a game that a person your age might play.

b. Make a toy that some member of the family might own.

c. Locate pictures illustrating different modes of transportation.

V. Art, Literature, and Music

1. How did the family come in contact with literature?

2. What kinds of books were available to read?

3. Find a copy of a song that the family might sing.

4. What did music and poetry have in common?

5. On what occasions did people sing?

6. How would the family learn different songs?

7. What did a song mean to the people who sang it?

8. Who in the family might be able to play a musical instrument?

9. What kinds of things did people in the family do every day that might today be considered an art or craft?

10. What things might members of the family draw? Write about? Pass on from generation to generation?

11. Suggested additional activities:

a. Find a poem or story that a member of the family might read.

b. Find pictures or examples of arts and crafts the family might enjoy or use.

3. LIVING IN A PURITAN TOWN

Introduction:

A map of a Puritan town and portions of town records show students that Puritan communities were carefully planned and managed.

Objectives: Students will be able to:

1. Identify the importance of community in Puritan life.

2. Interpret mapped data.

3. Synthesize information from different sources.

4. Form generalizations.

Teaching Time: 3 class periods.

Materials: Copies of Handouts 3-1 and 3-2 for all students.

Procedure:

Day 1

1. Ask students to cite examples, historical or contemporary, of how motivations affect how people live, the way they make decisions, and the way they solve problems.

2. Have students read Handout 3-1, which details some of the decisions made by the founders of Springfield, Massachusetts.

3. Have students draw conclusions about what aspects of founding a town were most important to the founders of Springfield. Ask: Was religion an important motivating force for Puritans? Was cooperation important to Puritans? What kinds of cooperation are described in the data sheet?

Day 2

4. Distribute Handout 3-2, which shows layouts of three New England towns of the same period. Use the following questions to guide students in making inferences based on their observations of the maps.

a. From the layout of the maps, notations, and physical features, what do you think the main occupations in each town were?

b. What ideas do you think Puritans had about ownership of property?

Prepared by Mary Ann Cusack, Cambridge (Massachusetts) Public Schools.

c. Explore possible reasons for the different layouts of these towns--geography, advance planning, waves of population, etc.

d. Look more closely at the map of Sudbury, a Puritan town about 20 miles west of Boston. Did each family generally own land in one spot or scattered around the town? What would be the advantages and disadvantages of this pattern? What features shown on the map would require cooperation among residents? Discuss what is missing from this town.

Day 3

5. Have students write a paragraph describing one of the towns shown on the map handout. This activity should pull all the generalizations together, helping students see the importance of community in Puritan life.

SPRINGFIELD DATA SHEET

Once colonists arrived in Massachusetts, they set up towns. Following are some of the decisions made by the founders of what is now Springfield, Massachusetts.

May the 14th, 1636

We whose names are written, being by God's help working together to make a plantation at Agawam on the Connecticut River, do mutually agree to certain articles and orders to be observed and kept by us and our successors.

We intend by God's grace, as soon as we can with all convenient speed, to obtain some godly and faithful minister. We wish to join in church covenant with this minister to walk in all the ways of Christ.

We intend that our town shall be composed of 40 families, or at most 50, rich and poor.

Every inhabitant shall have a convenient piece of land for a house lot, suitable for each person's position and wealth.

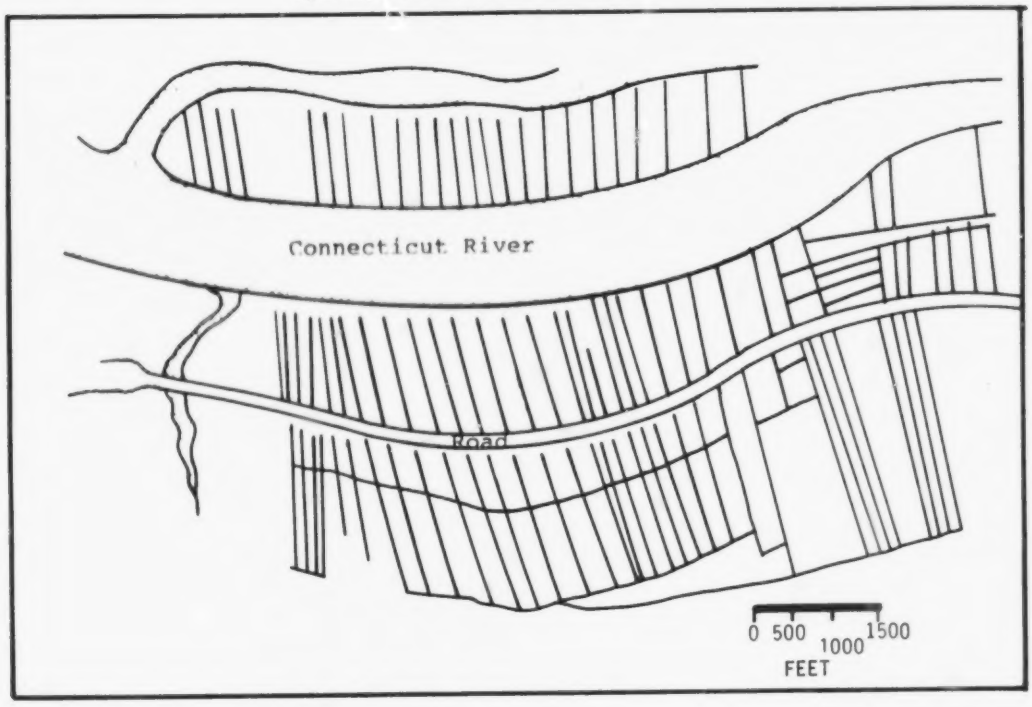
Everyone that has a house lot shall have a part of the cow pasture to the north of End Brook, lying northward from the town. Everyone shall also have a share of the Hasseky Marsh, near to his own lot if possible, and a fair part of all the woodland.

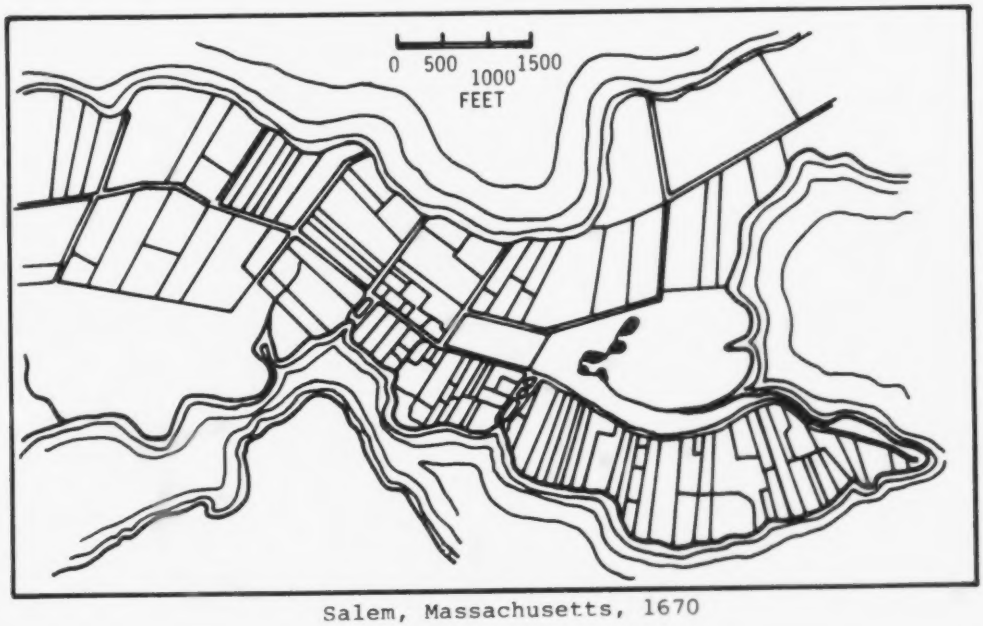
Everyone will have a share of the meadow or planting ground.

All town expenses that shall arise shall be paid by taxes on lands. Everyone will be taxed according to their share of land, acre for acre of house lots, and acre for acre of meadow.

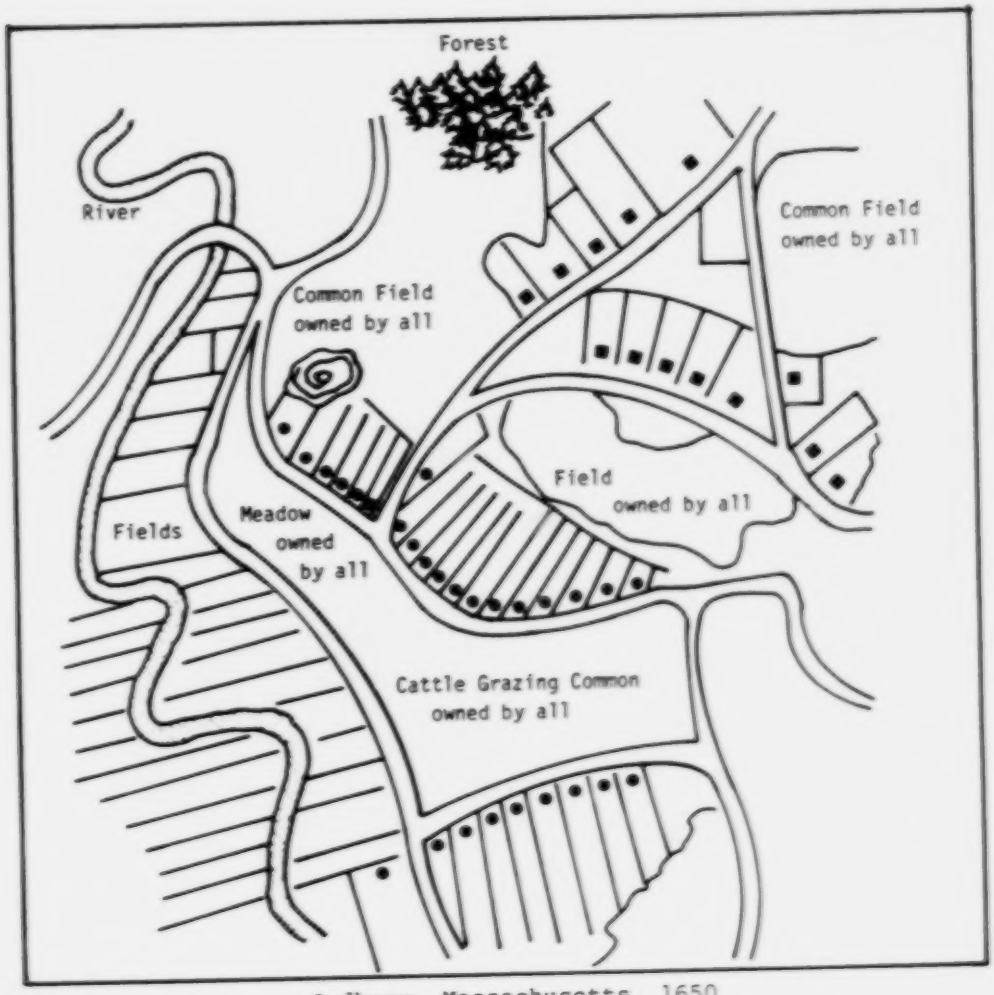
MAPS OF NEW ENGLAND TOWNS

Springfield, Massachusetts, 1640





Salem, Massachusetts, 1670



Sudbury, Massachusetts, 1650

4. PURITAN OPINIONS

Introduction:

In this activity, students use portions of documents reflecting the basic philosophies of the Puritan Church and educational system to identify Puritan values and beliefs.

Objectives: Students will be able to:

1. Interpret primary data by drawing inferences.

2. Identify Puritan ideas of right and wrong.

Teaching Time: 2 class periods.

Materials: Copies of Handouts 4-1, 4-2, 4-3, and 4-4 for all students.

Procedure:

Day 1

1. Draw two columns on the chalkboard. Ask students to give examples of things they as a class identify as right and wrong in today's society. Write their responses in one column.

2. Have students read Handouts 4-1 and 4-2.

3. When students have finished reading, ask them to generate a list of what Joseph Cotton and the writers of the New England Primer considered right and wrong. Write this list in the second column on the chalkboard.

4. Through class discussion, compare and contrast the Puritan viewpoint with the views of contemporary American society.

Day 2

5. Distribute Handout 4-3. Have students identify the statements with which Puritans would agree and explain why Puritans would not agree with other statements.

6. Distribute copies of Handout 4-4 and have students read it. If the reading level is too difficult, you may want to read this handout aloud. Discuss this reading with the class, focusing on the ideas and values expressed.

Prepared by Mary Ann Cusack, Cambridge (Massachusetts) Public Schools.

JOSEPH COTTON

Joseph Cotton was a teacher in Plymouth, Massachusetts. He wanted to teach local Indians about the Puritan religion. To do so, he first had to translate English into Natick, the Massachusetts Indian language. Below are samples of his translation.

English	Natick
Why do boys of that age run about and do nothing?	Tohwaj nonkompaon ne anoohquiitcheg pumomashaog, kah matteag usseog.
You had better let me have him, and I will learn him to write and read.	An wunnegik kuttinninumiin kah pish nunnehtuhpeh wussukquohamunat kah ogketamunat.
Idleness is the root of much evil.	Nanompanissounk wutchappehk moocheke machuk.
He shall want for nothing, neither meat, drink, clothing, or beating.	Noh matteag pish quenauehhikkoo asuh metsuonk wuttattamooonk oglooonk asuh asamitahwhuttuonk.
Evil works and an evil death will lead to a bad place.	Matchee anakaussuongash kah matchee nup pooonk ussooehteomoo en matchit ayeuwonkanit.

EXCERPTS FROM THE NEW ENGLAND PRIMER (c. 1683)

Now the Childe being entered in his Letters
and Spelling, let him learn these and such like
Sentences by Heart, whereby he will be both influenced
in his Duty, and encouraged in his Learning.

"The Dutiful Child's Promises"

I Will fear GOD, and honour the King.
I will honour my Father and Mother.
I will Obey my Superiours.
I will Submit to my Elders.
I will Love my Friends.
I will hate no Man.
I will forgive my Enemies, and pray to God for them.
I will as much as in me lies keen All God's Holy Commandments.
I will learn my Catechism.
I will keep the Lord's Day Holy.
I will Reverence God's Sanctuary,
For our GOD is a consuming Fire.

"Versus"

I in the Burying Place may see
Graves shorter there than I;
From Death's Arrest no Age is free,
Young Children too may die;
My God, may such an awful Sight,
Awakening be to me!
Oh! that by early Grace I might
For Death prepared be.

"Again"

First in the Morning when thou dost awake,
To God for his Grace thy Petition make,
Some Heavenly Petition use daily to say,
That the God of Heaven may bless thee alway.

"Good Children Must"

Fear God all Day,
Parents obey,
No false thing say,
By no Sin stray,
Love Christ Alway,
In Secret Pray,
Mind little Play,
Make no delay,
In doing Good.
Awake, arise, behold thou hast
Thy Life a Leaf, thy Breath a Blast;
At Night lye down prepar'd to have
Thy sleep, thy death, thy bed, thy grave.

"An Alphabet of Lessons for Youth"

A Wise Son makes a glad Father, but a foolish
Son is the heaviness of his Mother.
B Etter is a little with the fear of the Lord, than
great treasure and trouble therewith.
C Ome unto CHRIST all ye that labour and are heavy
laden, and He will give you rest.
D O not the abominable thing which I hate,
sayeth the Lord.
E Xcept a Man be born again, he cannot see the
Kingdom of God.
F Oolishness is bound up in the heart of a Child,
but the rod of Cerrection shall drive it far from him.
G Rieve not the Holy Spirit.
H Oliness becomes God's House forever.
I T is good for me to draw near unto God.
K Eep thy Heart with all Diligence, for out of it
are the issues of Life.
L Iars shall have their part in the lake which
burns with fire and brimstone.
M Any are the Afflictions of the Righteous,
but the Lord delivers them out of them all.
N Ow is the accepted time, now is the day of salvation.
O Ut of the abundance of the heart the mouth speaketh.
P Ray to thy Father which is in secret, and thy Father
which sees in secret shall reward thee openly.
Q Uit you like Men, be strong, stand all in the Faith.
R Emember thy Creator in the day of thy Youth.
S Alvation belongeth to the Lord.
T Rust in God at all times ye people,
pour out your hearts before him.
U Pon the wicked God shall rain an horrible Tempest.
EX Hort one another daily while, lest any of you be
hardened through the deceitful of Sin.

Y Oung Men ye have oversome the wicked one.
Z Eal hath consumed me, because thy enemies have forgotten the words of God.

"Choice Sentences"

1. Praying will make thee leave sinning, for sinning will make thee leave praying.

2. Our Weakness and Inabilities break not the bond of our Duties.

3. What we are afraid to speak before Men, we should be afraid to think before God.

STATEMENTS ABOUT PURITANS

Put an A next to statements with which you think the Puritans would agree. Put a D next to those with which Puritans would not agree. Be prepared to explain your answers.

_____ 1. God rewards good people by giving them success.

_____ 2. It is wrong to be proud of personal appearance.

_____ 3. We shouldn't punish people who disagree with us about religion. Everyone is entitled to his or her own opinion.

_____ 4. If you treat children with kindness, love, and respect, they will naturally do what is right.

_____ 5. If you do wrong, God will know and punish you.

_____ 6. Everyone should work hard. Laziness is a sin.

_____ 7. Everyone should have the freedom to choose his or her own way of living.

_____ 8. Humans are basically evil. Because of this, they must be careful at all times to follow God's word.

_____ 9. People can behave any way they want in the privacy of their own homes.

SINNERS IN THE HANDS OF AN ANGRY GOD

by Jonathan Edwards

DEUTERONOMY xxxii. 35.--Their foot shall slide in due time.

There is nothing that keeps wicked men at any one moment out of hell, but the mere pleasure of God.

By the mere pleasure of God, I mean his sovereign pleasure, his arbitrary will, restrained by no obligation, hindered by no manner of difficulty, any more than if nothing else but God's mere will had in the last degree or in any respect whatsoever, any hand in the preservation of wicked men one moment.

The truth of this observation may appear by the following considerations.

1. There is no want of power in God to cast wicked men into hell at any moment. Men's hands cannot be strong when God rises up: the strongest have no power to resist him, nor can any deliver out of his hands.

He is not only able to cast wicked men into hell, but he can most easily do it. Sometimes an earthly prince meets with a great deal of difficulty to subdue a rebel, that has found means to fortify himself, and has made himself strong by the number of his followers. But it is not so with God. There is no fortress that is any defence against the power of God. Though hand join in hand, and vast multitudes of God's enemies combine and associate themselves, they are easily broken in pieces: they are as great heaps of light chaff before the whirlwind; or large quantities of dry stubble before devouring flames. We find it easy to tread on and crush a worm that we see crawling on the earth; so it is easy for us to cut or singe a slender thread that any thing hangs by; thus easy is it for God, when he pleases, to cast his enemies down to hell. What are we, that we should think to stand before him, at whose rebuke the earth trembles, and before whom the rocks are thrown down!

2. They deserve to be cast into hell; so that divine justice never stands in the way, it makes no objection against God's using his power at any moment to destroy them. Yea, on the contrary, justice calls aloud for an infinite punishment of their sins. Divine justice says of the tree that brings forth such grapes of Sodom, "Cut it down, why cumbereth it the ground?" Luke xiii.7. The sword of divine justice is every moment brandished over their heads, and it is nothing but the hand of arbitrary mercy, and God's mere will, that holds it back.

3. They are already under a sentence of condemnation to hell. They do not only justly deserve to be cast down thither, but the sentence of the law of God, that eternal and immutable rule of righteousness that God has fixed between him and mankind, is gone out against them; and stands against them; so that they are bound over already to hell: John iii.18, "He that believeth not is condemned already." So

that every unconverted man properly belongs to hell; that is his place; from thence he is: John vii.23, "Ye are from beneath:" and thither he is bound; it is the place that justice, and God's word; and the sentence of his unchangeable law, assign to him.

4. They are now the objects of that very same anger and wrath of God, that is expressed in the torments of hell: and the reason why they do not go down to hell at each moment, is not because God, in whose power they are, is not then very angry with them; as angry, as he is with many of those miserable creatures that he is now tormenting in hell, and do there feel and bear the fierceness of his wrath. Yea, God is a great deal more angry with great numbers that are now on earth; yea, doubtless, with many that are now in this congregation, that, it may be, are at ease and quiet, than he is with many of those that are now in the flames of hell.

So that it is not because God is unmindful of their wickedness, and does not resent it, that he does not let loose his hand and cut them off. God is not altogether such a one as themselves, though they may imagine him to be so. The wrath of God burns against them; their damnation does not slumber; the pit is prepared; the fire is made ready; the furnace is now hot; ready to receive them; the flames do now rage and glow. The glittering sword is whet, and held over them, and the pit hath opened her mouth under them.

5. The devil stands ready to fall upon them, and seize them as his own, at what moment God shall permit him. They belong to him; he has their souls in his possession, and under his dominion. The Scripture represents them as his goods, Luke xi.21. The devils watch them; they are ever by them, at their right hand; they stand waiting for them, like greedy hungry lions that see their prey, and expect to have it, but are for the present kept back; if God should withdraw his hand by which they are restrained, they would in one moment fly upon their poor souls. The old serpent is gaping for them; hell opens its mouth wide to receive them; and if God should permit it, they would be hastily swallowed up and lost.

6. There are in the souls of wicked men those hellish principles reigning, that would presently kindle and flame out into hell-fire, if it were not for God's restraints. There is laid in the very nature of carnal men, a foundation for the torments of hell: there are those corrupt principles, in reigning power in them, and in full possession of them, that are the beginnings of hell-fire. These principles are active and powerful, exceeding violent in their nature, and if it were not for the restraining hand of God upon them, they would soon break out, they would flame out after the same manner as the same corruptions, the same enmity does in the hearts of damned souls, and would beget the same torments in them as they do in them. The souls of the wicked are in Scripture compared to the troubled sea, Isiah lvii.20. For the present God restrains their wickedness by his mighty power, as he does the raging waves of the troubled sea, saying, "Hitherto shalt thou come, and no further"; but if God should withdraw that restraining power, it would soon carry all before it. Sin is the ruin and misery of the soul; it is destructive in its nature; and if God should leave it without restraint, there would need nothing else to make the soul perfectly miserable. The

corruption of the heart of man is a thing that is immoderate and bound less in its fury; and while wicked men live here, it is like fire pent up by God's restraints, whereas if it were let loose, it would set on fire the course of nature; and as the heart is now a sink of sin, so, if sin was not restrained, it would immediately turn the soul into a fiery oven, or a furnace of fire and brimstone.

7. It is no security to wicked men for one moment, that there are no visible means of death at hand. It is no security to a natural man, that he is now in health, and that he does not see which way he should not immediately go out of the world by any accident, and that there is no visible danger in any respect in his circumstances. The manifold and continual experience of the world in all ages, shows that this is no evidence that a man is not on the very brink of eternity, and that the next step will not be into another world. The unseen, unthought of ways and means of persons' going suddenly out of the world are innumerable and inconceivable. Unconverted men walk over the pit of hell on a rotten covering, and there are innumerable places in this covering so weak that they will not bear their weight, and these places are not seen. The arrows of death fly unseen at noonday; the sharpest sight cannot discern them. God has so many different, unsearchable ways of taking wicked men out of the world and sending them to hell, that there is nothing to make it appear, that God had need to be at the expense of a miracle, or go out of the ordinary course of his providence, to destroy any wicked man, at any moment. All the means that there are of sinners' going out of the world, are so in God's hands, and so absolutely subject to his power and determination, that it does not depend at all less on the mere will of God, whether sinners shall at any moment go to hell, than if means were never made use of, or at all concerned in the case.

8. Natural men's prudence and care to preserve their own lives, or the care of others to preserve them, do not secure them a moment. This, divine providence and universal experience do also bear testimony to. There is this clear evidence that men's own wisdom is no security to them from death; that if it were otherwise we should see some difference between the wise and politic men of the world, and others, with regard to their liableness to early and unexpected death; but how is it in fact? Eccles. ii.16, "How dieth the wise man? As the fool."

9. All wicked men's pains and contrivance they use to escape hell, while they continue to reject Christ, and so remain wicked men, do not secure them from hell one moment. Almost every natural man that hears of hell, flatters himself that he shall escape it; he depends upon himself for his own security, he flatters himself that he contrives well for himself, and that his schemes will not fail. They hear indeed that there are but few saved, and that the bigger part of men that have died heretofore are gone to hell; but each one imagines that he lays out matters better for his own escape than others have done: he does not intend to come to that place of torment; he says within himself, that he intends to take care that shall be effectual, and to order matters so far himself as not to fail.

But the foolish children of men to miserably delude themselves in their own schemes, and in their confidence in their own strength and

wisdom, they trust to nothing but a shadow. The bigger part of those that heretofore have lived under the same means of grace, and are now dead, are undoubtedly gone to hell; and it was not because they were not as wise as those that are now alive; it was not because they did not lay out matters as well for themselves to secure their own escape. If it were so that we could come to speak with them, and could inquire of them, one by one, whether they expected, when alive, and when they used to hear about hell, ever to be subjects of that misery, we, doubtless, should hear one and another reply, "No, I never intended to come here: I had laid out matters otherwise in my mind; I thought I should contrive well for myself: I thought my scheme good: I intended to take effectual care; but it came upon me unexpectedly; I did not look for it at that time, and in that manner; it came as a thief: death outwitted me: God's wrath was too quick for me: O my cursed foolishness! I was flattering myself, and pleasing myself with vain dreams of what I would be hereafter; and when I was saying peace and safety, then sudden destruction came upon me."

10. God has laid himself under no obligation, by any promise, to keep any natural man out of hell one moment: God certainly has made no promises either of eternal life, or of any deliverance or preservation from eternal death, but what are contained in the covenant of grace, the promises that are given in Christ, in whom all the promises are yea and amen. But surely they have no interest in the promises of the convenant of grace that are not the children of the convenant, and that do not believe in any of the promises of the convenant, and have no interest in the Mediator of the covenant.

So that, whatever some have imagined and pretended about promises made to natural men's earnest seeking and knocking, it is plain and manifest, that whatever pains a natural man takes in religion, whatever prayers he makes, till he believes in Christ, God is under no manner of obligation to keep him a moment from eternal destruction.

So that thus it is, that natural men are held in the hand of God over the pit of hell; they have deserved the fiery pit, and are already sentenced to it; and God is dreadfully provoked, his anger is as great towards them as to those that are actually suffering the executions of the fierceness of his wrath in hell, and they have done nothing in the least, to appease or abate that anger, neither is God in the least bound by any promise to hold them up one moment; the devil is waiting for them, hell is gaping for them, the flames gather and flash about them, and would fain lay hold on them and swallow them up; the fire pent up in their own hearts is struggling to break out; and they have no interest in any Mediator, there are no means within reach that can be any security to them. In short, they have no refuge, nothing to take hold of; all that preserves them every moment is the mere arbitrary will, and unconvenanted, unobliged forbearance of an incensed God.

Application

You probably are not sensible of this; you find you are kept out of hell, but do not see the hand of God in it; but look at other things, as the good state of your bodily constitution, your care of your own life,

and the means you use for your own preservation. But indeed these things are nothing; if God should withdraw his hand, they would avail no more to keep you from falling, than the thin air to hold up a person that is suspended in it.

The wrath of God is like great waters that are dammed for the present; they increase more and more, and rise higher and higher, till an outlet is given; and the longer the stream is stopped, the more rapid and mighty is its course, when once it is let loose. It is true, that judgment against your evil work has not been executed hitherto; the floods of God's vengeance have been withheld; but your guilt in the mean time is constantly increasing, and you are every day treasuring up more wrath; the waters are continually rising, and waxing more and more mighty; and there is nothing but the mere pleasure of God, that holds the waters back, that are unwilling to be stopped, and press hard to go forward. If God should only withdraw his hand from the floodgate, it would immediately fly open, and the fiery floods of the fierceness and wrath of God, would rush forth with inconceivable fury, and would come upon you with omnipotent power; and if your strength were ten thousand times greater than it is, yea, ten thousand times greater than the strength of the stoutest, sturdiest devil in hell it would be nothing to withstand or endure it.

The bow of God's wrath is bent, and the arrow made ready on the string, and justice bends the arrow at your heart, and strains the bow, and it is nothing but the mere pleasure of God, and that of an angry God, without any promise or obligation at all, that keeps the arrow one moment from being made drunk with your blood.

5. WHO WERE THE PURITANS?

Introduction:

In this activity students explore the background of the Puritan exodus from England and resettlement in the United States.

Objectives: Students will be able to:

1. Explain why the Puritans came to America.

2. Describe three strong Puritan beliefs.

3. Create a list of rules they think Puritans would have made in their new homeland.

Teaching Time: 1 or 2 class periods.

Materials: Copies of Handout 5-1 for all students.

Procedure:

1. Distribute Handout 5-1 and have students read it.

2. Discuss the reading, making sure students understand the meaning of the following terms: Puritans, Pilgrims, Separatists, Calling, Covenant, Corrupt, Magistrate, Prudes, Prohibitionists, Reforms.

3. Guide discussion through the following questions:

   a. How did America solve the English Puritans' problems?

   b. Why didn't the Puritans wish to stay in England?

   c. Explain the Puritans' three basic religious beliefs.

4. As a class, brainstorm a list of rules students think the Puritans would have made when they got to Massachusetts. Encourage students to apply information from their reading.

5. (Optional) Assign students to make posters encouraging Puritans to come to America with John Winthrop's Massachusetts Bay Co.

Prepared by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

WHO WERE THE PURITANS?

The Puritans were English people who came to Massachusetts in 1630. They were sponsored by the Massachusetts Bay Company under a charter from King Charles in 1629. The Massachusetts Bay Company was a trading company that would own and govern the land of Massachusetts when new settlers arrived.

The Puritans would be able to make their own laws in the land. This appealed to many. They arranged to make the long journey. John Winthrop was to be the governor and magistrate and with eleven other men would run the government. They intended to make rules that would allow them to practice their religion as they believed it should be practiced.

In England at about this time, there had been some religious changes. Under King Henry VIII, England stopped being a Catholic country and became a Protestant country. A national religion called the Anglican religion was established. The Anglican Church kept some of the same traditions and rituals that had been a part of the Catholic Church. This made some people very unhappy.

As a result of this unhappiness, two things happened. Some people left the Anglican Church and started their own church. These people were called separatists (Pilgrims). Some other people stayed with the Anglican Church and tried to make reforms (changes) within the church.

The Puritans believed that their king had a special "calling" to do the job of a king. The people's "calling" was to be good citizens. However, if the king failed to uphold his responsibilities to the people and to God, then the people had a right to replace the king.

John Winthrop and his Puritan friends began to feel that the king was running a corrupt government. The Puritans believed the king had broken his covenant, or promise, to God and the people of England.

The Massachusetts Bay Company was a way for the Puritans to get out from under the king's rule without getting rid of the king and without rejecting their church. Their leaving England was done with the approval of their king.

John Winthrop, the leader of the Puritans, sailed on the Arbella. The Arbella and three other ships brought 400 men, women, and children to Massachusetts. Six hundred more came later. The Puritans originally settled in Charlestown. Because so many people became ill and died there, the Puritans moved to Boston.

The Puritans were not dull, drab people. They wore brightly colored clothes, using whatever plants they could find or grow to dye them. They did not live in drab houses and did not speak with stilted, formal vocabulary. They were not prudes or prohibitionists. They enjoyed recreation. In fact, they believed that everyone should have recreation as long as it did not physically exhaust, bore, or frustrate them. It had to be fun!

The Puritans did believe, however, that their society would observe the will of God in every detail--their society would be a Kingdom of God on earth. They believed that anyone who sinned in Massachusetts would have to be punished or their community would be corrupted. Their covenant with God would have been broken if sins went unpunished. They believed God, in turn, would punish them all for their omissions. The whole community cooperated when punishments were necessary. They used their Bible as the only source of God's instructions about how to behave.

According to Puritan beliefs, the government was separate from the church. However, Puritan ministers did have the power to influence those people who were in charge of the government. A legislature was made up of the freemen's representatives. They, along with the governor, established the laws of Massachusetts. The governor served as a magistrate and exercised the judicial powers of the government. This way, all of the power was not in the hands of one man.

40

6. SKULLS AND ANGELS: GRAVESTONES AND EPITAPHS IN NEW ENGLAND CHURCH YARDS

Introduction:

There are many ways to learn about other people, whether they lived in the past or live in contemporary society. This activity introduces students to one of the many tools for examining past society--an examination of artifacts, in this case gravestones and epitaphs. Students become archeologists in this lesson, studying and interpreting clues transposed from rubbings of New England gravestones.

Objective: Students will be able to:

1. Analyze a selection of epitaphs and gravestone markings from New England burial grounds.

2. Classify and interpret data from these rubbings.

3. Explain the Puritan preoccupation with death.

Teaching Time: 2 class periods.

Materials: Copies of Handouts 6-1, 6-2, and 6-3 for all students; manila or white drawing paper for each student in the class.

Procedure:

Day 1

1. Distribute Handout 6-1 and have the students complete the reading.

2. As a group, discuss the following:

   a. What symbols did the Puritans carve on their tombstones?

   b. What did these symbols represent?

   c. Why did the Puritans pass laws to limit the amount of money that could be spent on a funeral?

   d. How are our gravestones different today?

   e. How are our funerals different today?

   f. What do the Puritan funeral, gravestones, and symbolism tell us about their attitude toward death?

   g. When were these tombstones carved? Would tombstones of another time period reflect different attitutes? Why or why not?

Prepared by Jeanne Marie Kish and Karen Tryda, Cleveland (Ohio) City School District.

Day 2

3. Distribute Handout 6-2 and, as a class, examine the sample drawings of gravestone art. Ask the students what each symbol might mean. Have the students discuss what symbols they might use on a gravestone to represent their lives.

4. Have the students read the epitaphs from Handout 6-3 aloud. List on the chalkboard the common elements of the epitaphs.

5. Have students write an epitaph for themselves.

6. Tell students to design a gravestone complete with epitaph and gravestone symbols for themselves or for a famous person either alive or dead.

PURITAN FUNERALS

Since the beginning of time, humans have marked the graves of their dead with markers and monuments. Gravestones can tell us much about the culture of the people who erected them. When the first English settlers came to New England, they brought with them the tradition of erecting carved stone monuments to honor their dead family members and friends. The Puritans believed that everything that happened in life prepared one for death. They erected the gravestones to remind people of what would soon come for them.

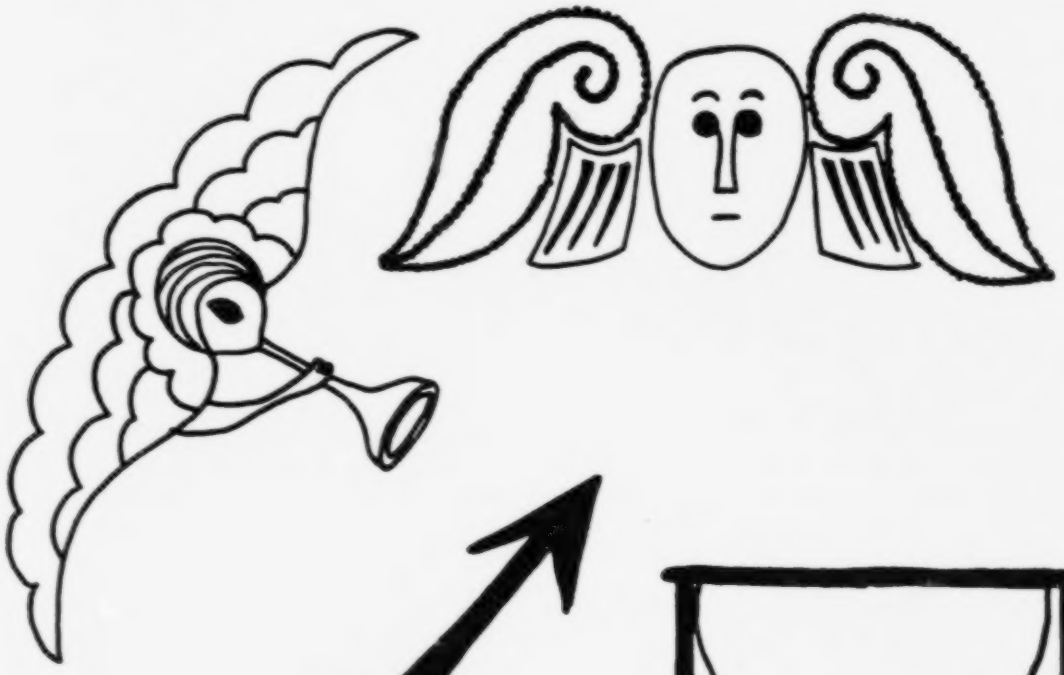
The people who carved gravestones in Colonial America were not professional carvers. Their efforts were crude compared with the efforts of the stone carvers in England. They carved the usual name, date of birth, and date of death on the stone. They also decorated the stone with symbols of their Puritan beliefs about death. The skull, winged hourglass, scythe, and death figure were all symbols of the end of the Puritan life. The angel with a trumpet, the tree of life, urns, and flowers were symbols to the Puritans of the world they believed waited for them after death. An epitaph, or inscription about the person, was usually cut into the stone.

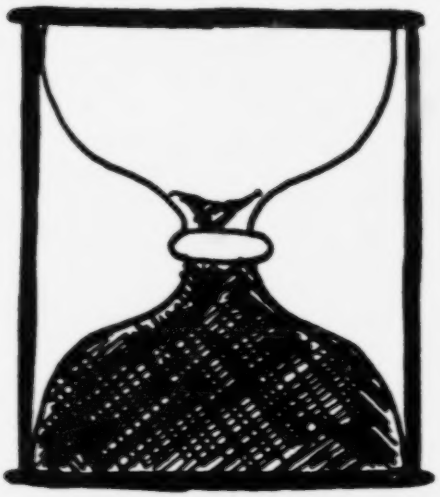
Puritans, like other groups, conducted funerals to honor their dead. They spent large sums of money for burials. Some people spent money so extravagantly on funerals that the Puritans eventually passed laws that limited the amount a person could spend on a funeral. Money was spent to pay for the clothing of the mourners. The mourners were given long black cloaks to wear. They also wore long white scarves around their necks. The members of the immediate family (mother, father, sisters, brothers, children, etc.) received mourning rings made of gold and decorated with symbols of death. The dead person's name or initials and date of death were engraved on the inside of the ring.

In Puritan funerals, there were no church services. The coffin was carried to the burial ground. Bells rang out to let the people in the town know that a funeral was in progress. People close to the dead person would walk near the coffin. They had been sent black gloves as an invitation to attend the funeral. The friends would walk in procession with the minister to the burial ground. Sometimes if the person being buried was famous or well-known, copies of the sermon would be printed and distributed to the people attending the funeral, to keep as a remembrance. After the burial, the family of the dead person would receive all of the mourners at home, where they were treated to a meal of food and wine.

Sometime after the burial, a stone marker was erected over the grave to tell all who came after who rested there and what fate awaited all humans.

NEW ENGLAND GRAVESTONE ART





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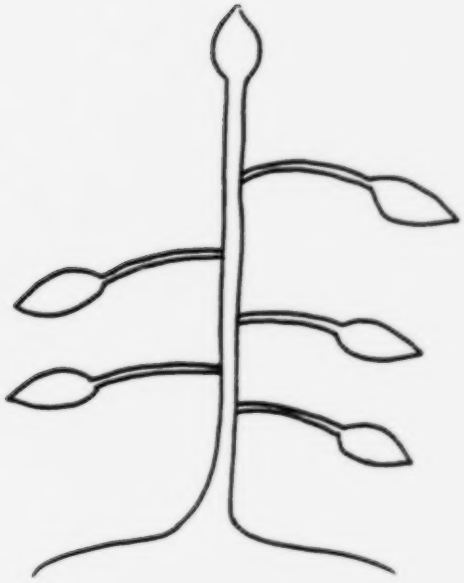

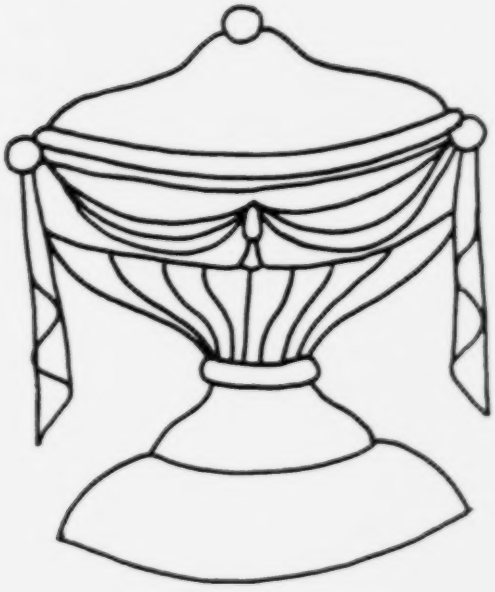

45

EPITAPHS FROM NEW ENGLAND CHURCH YARDS

DEPOSITED
BENEATH THIS STONE THE MORTAL PART OF
MRS SUSANNAH JAYNE, THE AMIABLE WIFE OF
MR PETER JAYNE, WHO LIVED BELOVED AND
DIED UNIVERSALLY LAMENTED ON
AUGUST 8TH, 1776 IN THE 45TH YEAR OF HER
AGE.

- - - - - - - - - - -

HERE LIES INTER'D THE REMAINS OF
THE RESPECTABLE ELISHA LYON ELDEST SON OF
CAPN NEHEMIAH LYON & MEHATABLE HIS
WIFE. HE DIED OCT. 15TH 1767 IN HIS 24TH
YEAR OF HIS AGE. HIS DEATH IS MOURNFULLY
MEMORABLE, ON ACCOUNT OF THE MANNER AND
OCCASION. FOR AS HE WAS DECENTLY GOING
THRO' THE MILITARY MANUAL EXERCISE IN THE
COMPANY UNDER COMMAND OF CAPT. ELISHA
CHILD, SAID CAPTAIN GIVING THE WORDS OF
COMMAND, HE WAS WOUNDED BY THE
DISCHARGE OF FIREARMS, USED BY ONE OF THE
COMPANY. SAID ARMS HAVING BEEN
LOADED INTIRELY UNKNOWN TO HIM,
THE WOUND WAS INSTANTANEOUS DEATH.

- - - - - - - - - - -

IN MEMORY OF CAPT.
JEREMIAH POST, DIED AT
BENNINGTON BY YE FATE OF
WAR AUGUST 26TH 1777
IN HIS 33RD YER.
BRAVE CAPTAIN POST WHO ONE
DID DIE FOR TO DEFEND
OUR LIBERTY.

- - - - - - - - - - -

SACRED TO THE MEMORY
OF MRS. TEMPERANCE WILLIAMS
COMFORT OF MR. ISRAEL WILLIAMS
AND DAUGHTER OF
DR. DAVID HOLMES & TEMPERANCE, HIS WIFE

ADDING LUSTURE TO AN AMIABLE CHARACTER
BY SUSTAINING HER LAST ILLNESS
WITH CHRISTIAN RESIGNATION
SHE DEPARTED THIS LIFE
MARCH 20TH 1795

THE SCYTHE OF TIME "CUTS DOWN
THE FAIREST BLOOM OF SUBLUNARY BLISS."

- - - - - - - - - - -

WILIAM WELD, SON OF MR.
AARON AND MRS. ESTHER WELD
DIED SEPTEMBER YE 2ND 1759
AGE 2 YEARS AND 5 MONTHS.

MOURNFULL PARENTS HERE I LY
AS YOU ARE NOW SO ONCE WAS I
AS I AM NOW SO YOU MUST BE

- - - - - - - - - - -

IN MEMORY OF
MARY THE WIFE OF
SIMEON HARVEY
WHO DEPARTED THIS
LIFE DECEMBER 20TH
1785 IN 38TH YEAR OF
HER AGE. ON HER LEFT
ARM LIES THE INFANT
WHICH WAS STILL

- - - - - - - - - - -

IN MEMORY OF SIMEON
SON OF MR. SIMEON &
MRS POLLY COWING BORN
MARCH 20TH 1804 &
DIED FEB 1ST 1805

SLEEP ON SWEET BABE
YOUR SINS ARE FORGIVEN
FOR SUCH SAYS CHRIST
IS THE KINGDOM OF HEAVEN

- - - - - - - - - - -

HERE LIES YE BODY OF
MARY GOOSE WIFE TO
ISAAC GOOSE AGED 42²YEARS DEC'D OCTOBER
YE 19TH 1690

HERE LIES ALSO SUSANA
GOOSE YE AGED 15 MO.
DIED AUGUST YE 11TH 1687

- - - - - - - - - - -

IN MEMORY OF
CAESAR

HERE LIES THE BEST OF SLAVES
NOW TURNING INTO DUST;
CAESAR THE ETHIOPIAN CRAVES
A PLACE AMONG THE JUST.

HIS FAITHFUL SOUL HAS FLED
TO REALMS OF HEAVENLY LIGHT.
AND BY THE BLOOD THAT JESUS SHED
IS CHANGED FROM BLACK TO WHYTE

JAN. 15 HE QUITTED THE STAGE
IN THE 77TH YEAR OF HIS AGE

1780

- - - - - - - - - - -

GOD WILLS US FREE. MAN WILLS US SLAVES
I WILL AS GOD WILLS GODS WILL BE DONE

HERE LIES THE BODY OF
JOHN JACK

A NATIVE OF AFRICA WHO DIED
MARCH 1773 AGED ABOUT 60 YEARS

THO' BORN IN A LAND OF SLAVERY,
HE WAS BORN FREE
THO' HE LIVED IN A LAND OF LIBERTY,
HE LIVED A SLAVE.

TILL BY HIS HONEST THO' STOLEN LABORS,
HE ACQUIRED THE SOURCE OF SLAVERY,
WHICH GAVE HIM HIS FREEDOM.
DEATH THE GRAND TYRANT,
GAVE HIM FINAL EMANCIPATION,
AND SET HIM ON A FOOTING WITH KINGS.
THO' A SLAVE TO VICE,
HE PRACTICES THESE VIRTUES,
WITHOUT WHICH KINGS ARE BUT SLAVES.

49

7. TO HAVE AND TO HOLD

Introduction:

In this activity, students first examine colonial marriage contracts, considering the role such contracts played in that society. The idea of a contract is then used as a basis for considering the role of marriage in their own society.

Objectives: Students will be able to:

1. Define a contract that occurred before colonial marriages.

2. Explain the purpose such a contract served in colonial society.

3. Imagine what a marriage contract would look like today.

4. Improve writing skills.

Teaching Time: 2 class periods.

Materials: A copy of Handout 7-1 for each group of four or five students.

Procedure:

Day 1

1. Divide the class into groups of four or five. Distribute a copy of Handout 7-1 to each group. Instruct the students to read the first contract together and rewrite it using their own words.

2. After the groups have paraphrased the contract, have each group state the contract contents to the class. Each group can contribute one or two lines.

3. Discuss the contract in terms of the following questions:

a. Why did people in the 17th and 18th centuries feel the need for marriage contracts?

b. Who was being protected by these contracts?

c. Do some kinds of marriage contracts exist today? If so, why do they exist? Who is protected by these contracts?

4. If time allows, follow the same procedure to paraphrase the second contract.

Prepared by Jeanne Marie Kish and Karen Tryda, Cleveland (Ohio) City School District.

Day 2

5. As a class, discuss various items that people entering into a marriage today might want to put into a marriage contract. List these items on the board.

6. Give students a simple form to follow (e.g., date, names of people to be married, important points, signatures of witnesses, and the signature of the contract maker) and allow them to write a modern-day marriage contract, either individually or in their groups.

MARRIAGE CONTRACTS IN 17TH CENTURY VIRGINIA

Contract 1

March 1661-62

None to be Marryed but by Ministers, Nor by Them but by Lycense, or Publishing the Bannes. (B)

THAT noe marriage be sollemnized nor reputed valid in law but such as is made by the ministers (c) according to the laws of England, and that noe ministers (c) marry any persons (d) without lycence from the governour or his deputy, or thrice publication of banes according to the prescription of the rubrick in the (e) common prayer booke, which injoynes that if the persons to be marryed dwell in severall parishes the banes must be asked in both parishes, and that the curate of one parish shall not solemnize the matrimony untill he have a certificate from the curate of the other parish, that the banes have been there thrice published, and noe objection made against the joyning the parties together, (f) And if any minister shall contrary to this act marry any persons, he shall be fined tenn thouusand pounds of tobacco, and any pretended marriage hereafter (g) made by any other then a minister be reputed null, and the children borne out of such marriage of the parents, be esteemed illegitimate and the parents suffer such punishment as by the laws (h) prohibiting fornication ought to be inflicted.

Contract 2

The Form of Solemnization of Matrimony

The laws respecting Matrimony, whether by publishing the Banns in Churches, or by Licence, being different in the several States, every Minister is left to the direction of those laws, in every thing that regards the civil contract between the parties.

And when the Banns are published, it shall be in the following form: I publish the Banns of Marriage between M. of , and N. of . If any of you know cause, or just impediment, why these two persons should not be joined together in holy Matrimony, ye are to declare it. This is the first [second or third] time of asking.

At the day and time appointed for Solemnization of Matrimony, the Persons to be married shall come into the body of the Church, or shall be ready in some proper house, with their friends and neighbours; and there standing together, the Man on the right hand, and the Woman on the left, the Minister shall say.

DEARLY beloved, we are gathered together here in the sight of God, and in the face of this company, to join together this Man and this Woman in holy Matrimony; which is an honourable estate, instituted of God in the

time of man's innocency, signifying unto us the mystical union that is betwixt Christ and his Church: which holy estate Christ adorned and beautified with his presence and first miracle that he wrought in Cana of Galilee, and is commended of Saint Paul to be honourable among all men: and therefore is not by any to be entered into unadvisedly or lightly; but reverently, discreetly, advisedly, soberly, and in the fear of God. Into this holy estate these two persons present come now to be joined. If any man can show just cause, why they may not lawfully be joined together, let him now speak, or else hereafter for ever hold his peace.

And also speaking unto the Persons who are to be married, he shall say,

I require and charge you both as ye will answer at the dreadful day of judgment when the secrets of all hearts shall be disclosed, that if either of you know any impediment, why ye may not be lawfully joined together in Matrimony, ye do now confess it. For be ye well assured, that if any persons are joined together otherwise than as God's Word doth allow, their marriage is not lawful.

The Minister, if he shall have reason to doubt of the lawfulness of the proposed Marriage, may demand sufficient surety for his indemnification: but if no impediment shall be alleged, or suspected, the Minister shall say to the Man,

M. WILT thou have this Woman to thy wedded wife, to live together after God's ordinance in the holy estate of Matrimony? Wilt thou love her, comfort her, honour, and keep her in sickness and in health; and, forsaking all others, keep thee only unto her, so long as ye both shall live?

The Man shall answer,

I will.

Then shall the Minister say unto the Woman,

N. WILT thou have this Man to thy wedded husband, to live together after God's ordinance in the holy estate of Matrimony? Wilt thou obey him, and serve him, love, honour, and keep him in sickness and in health; and, forsaking all others, keep thee only unto him, so long as ye both shall live?

The Woman shall answer,

I will.

Then shall the Minister say,

WHO giveth this Woman to be married to this Man?

Then shall they give their troth to each other in this manner. The Minister, receiving the Woman at her father's or friend's hands, shall cause the Man with his right hand to take the Woman by her right hand, and say after him as followeth.

I M. take thee N. to my wedded Wife, to have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love and to cherish, till death us do part, according to God's holy ordinance; and thereto I plight thee my troth.

Then shall they loose their hands; and the Woman with her right hand taking the Man by his right hand, shall likewise say after the Minister:

I N. take thee M. to my wedded Husband, to have and to hold from this day forward, for better for worse, for richer for poorer, in sickness and in health, to love, cherish, and to obey, till death us do part, according to God's holy ordinance; and thereto I give thee my troth.

Then shall they again loose their hands; and the Man shall give unto the Woman a Ring. And the Minister taking the Ring shall deliver it unto the Man, to put it upon the fourth finger of the Woman's left hand. And the Man holding the Ring there, and taught by the Minister, shall say,

WITH this Ring I thee wed, and with all my worldly goods I thee endow: In the Name of the Father, and of the Son, and of the Holy Ghost. Amen.

Then, the Man leaving the ring upon the fourth finger of the Woman's left hand, the Minister shall say.

Let us pray. OUR Father, who art in heaven, Hallowed be thy Name. Thy kingdom come. Thy will be done on earth, As it is in heaven. Give us this day our daily bread. And forgive us our trespasses, As we forgive those who trespass against us. And lead us not into temptation; But deliver us from evil. Amen. O ETERNAL God, Creator and Preserver of all mankind, Giver of all spiritual grace, the Author of everlasting life; Send thy blessing upon these thy servants, this man and this woman, whom we bless in thy Name; that, as Isaac and Rebecca lived faithfully together, so these persons may surely perform and keep the vow and covenant betwixt them made, (whereof this Ring given and received is a token and pledge,) and may ever remain in perfect love and peace together, and live according to thy laws; through Jesus Christ our Lord. Amen.

Then shall the Minister join their right hands together, and say,

THOSE whom God hath joined together let no man put asunder.

Then shall the Minister speak unto the company.

FORASMUCH as M. and N. have consented together in holy wedlock, and have witnessed the same before God and this company, and thereto have given and pledged their troth, each to the other, and have declared the same by giving and receiving a Ring, and by joining hands; I pronounce that they are Man and Wife, In the Name of the Father, and of the Son, and of the Holy Ghost. Amen.

And the Minister shall add this blessing.

GOD the Father, God the Son, God the Holy Ghost, bless, preserve, and keep you; the Lord mercifully with his favour look upon you, and fill you with spiritual benediction and grace; that ye may so live together in this life, that in the world to come ye may have life everlasting. Amen.

8. MORE PEOPLE, MORE LAND

Introduction:

In the span of about 150 years, 1607-1750, the population of the English colonies grew from 100 settlers to over one million residents. Students explore reasons why the original colonial settlements experienced population increases and physical expansion.

Objectives: Students will be able to:

1. Identify how the population and areas settled by the colonists changed from 1607-1750.

2. Infer conditions and events that shaped colonial growth from 1607-1750.

3. Read and interpret charts and to hypothesize on the basis of these charts.

4. Apply information through a creative writing assignment.

Teaching Time: 2 or 3 class periods.

Materials: Copies of Handouts 8-1 and 8-2 for all students.

Procedure:

Day 1

1. Distribute Handout 8-1 and allow 10 to 15 minutes for students to study the Colonial Population Chart.

2. During the last half of class, lead discussion about the chart data and its implications. Ask students to speculate why the colonies grew dramatically during this period. If students have difficulty generating ideas, ask how advances in transportation or hard times in the home country might have affected migration. Would having relatives in the colonies encourage migration? Write students' opinions on the chalkboard. These hypotheses can be used later to guide class discussion of the data.

Day 2

3. Divide the class into small groups. Distribute Handout 8-2 and tell each group to read the two accounts. Tell them that, as a group, they are to infer from these accounts four or five main reasons that Europeans came to live in the colonies.

4. Have each group pick a representative to report its conclusions to the class.

Prepared by Mary Ann Cusack, Cambridge (Massachusetts) Public Schools.

Day 3

5. Ask each student to assume the role of a child living in the colonies in 1700. Explain that each student has been living in a colony (one of his or her choice) for six months to a year. Have students write a letter to one of their best friends in Europe describing their life in the colonies and urging their friend to move to America. Students must include five reasons why the English child would like life in the colony. (This step may be assigned as homework on Day 2, if desired, to shorten the class time devoted to the lesson.) Students may need to do some research to come up with five reasons but should be able to draw on what they have been learning about colonial life as a basis for their letters.

COLONIAL POPULATION
1610-1750

Year	Estimated Population of American Colonies
1610	350
1620	2,300
1630	4,600
1640	26,600
1650	50,000
1660	75,000
1670	111,900
1680	151,500
1690	210,300
1700	250,800
1710	331,700
1720	466,100
1730	629,400
1740	905,500
1750	1,170,000

LETTERS FROM AN AMERICAN FARMER: MICHEL-GUILLAUME JEAN DE CREVECOEUR*

I do not mean that everyone who comes to America will grow rich in a little time. No, but he may earn an easy, decent living by his hard work. Instead of starving he will have food, instead of being idle he will have employment; and these are riches enough for such men as come over here. The rich stay in Europe; it is only the middling and poor that leave. It is no wonder that the European who has lived here a few years is anxious to remain; Europe is not to be compared with this continent for men of middle stations or laborers.

TRAVELS INTO NORTH AMERICA: PEHR KALM

Note: Kalm was a young Swedish scientist who visited North America in the 1750s.

Here is plenty of provisions, and their prices are very reasonable. There are no examples of unusual shortages.

Everyone who acknowledges God to be the creator, preserver, and ruler of all things, and does not teach or do anything against the state or against the common peace, is at liberty to settle, stay, and carry on his trade here, no matter what his religion may be. And he is so well protected by the laws and enjoys such liberties, that a citizen of Philadelphia may be said to live in his house like a king.

It is easy to understand how this city should rise so suddenly from nothing into such grandness and perfection. It has not been necessary to force people to come and settle here. On the contrary, foreigners of different languages have left their country, houses, property, and relations, and traveled over wide and stormy seas in order to come here.

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* From M.G. St. Jean de Crevecour, Letters from an American Farmer (1770-81) (London, 1782).

9. WHO'S WHO IN EARLY AMERICA?

Introduction:

Given a list of famous people who lived between 1620 and 1830, students select one of them to research and report on to the class.

Objectives: Students will be able to:

1. Describe life and contributions of one early American in detail.

2. Use library resources to gather information.

3. Apply written and oral communication skills to social studies content.

Teaching Time: 3 to 5 class periods.

Materials: Copies of Handouts 9-1 and 9-2 for all students; library research materials.

Procedure:

1. Before beginning this activity, reserve library time for two or three days. To facilitate student research, you might want to locate relevant resources in advance.

Day 1

2. Distribute Handout 9-1 and have each student select a different name.

3. Distribute Handout 9-2 and review report procedure. Inform students that they must use at least two sources to get their information. Let students begin their research in the remainder of the class period.

Days 2-3

4. Allow at least two more days for library research. At the end of each day, you may want to allow five to ten minutes for answering questions.

Days 4-5

5. On a given date, allow students to present their reports to the class in three to five minutes.

WHO'S WHO IN AMERICA?
(Suggested Names for Research)

1. Adams, Abigail
2. Adams, John
3. Adams, Samuel
4. Banneker, Benjamin
5. Beckwourth, James
6. Boone, Daniel
7. Bradstreet, Anne
8. Brown, Charles B.
9. Burr, Aaron
10. Clinton, Dewitt
11. Copley, John S.
12. Edwards, Jonathan
13. Forten, James
14. Franklin, Benjamin
15. Fulton, Robert
16. Hamilton, Alexander
17. Hutchinson, Anne
18. Jackson, Andrew
19. Jay, John
20. Jefferson, Thomas
21. Key, Francis Scott
22. Latrobe, Benjamin
23. Lowell, Francis
24. Madison, Dolly
25. Madison, James
26. Marshall, John
27. Mason, George
28. Mather, Cotton
29. Monroe, James
30. Morris, Gouverneur
31. Osceola
32. Peale, Charles
33. Penn, William
34. Randolph, Edmund
35. Revere, Paul
36. Smith, Jedediah
37. Tecumseh
38. Turner, Nat
39. Washington, George
40. West, Benjamin
41. Wheatley, Phillis
42. Whitney, Eli
43. Williams, Roger
44. Winthrop, John

FAMOUS PERSON OF THE EARLY NATIONAL PERIOD REPORT

Name_____

Birth_____ Death_____

Place of Birth_____

Schools Attended_____

Parents' Names_____

Write answers to the following on separate sheets of notebook paper. Then use your answers to write a biography of the person you are researching.

1. List three significant details about his/her life as a child.

2. Describe one major problem he/she encountered in his/her lifetime. Give details in three to five sentences. Then tell exactly how he/she solved this problem in three to five sentences:

3. List three to five people who played a major role in his/her life. Explain exactly how this role made a difference in your subject's life. Write at least three sentences about each person.

4. List three reasons why this person is important in history. Explain each reason completely. Write three to five sentences for each reason.

5. Tell in five to ten sentences about the geographic area where this person was born or gained his/her fame. Include a map outlining the location. Put in any information on this map that will help form a better picture of the environment.

6. Describe the way this individual looked. Include a picture--drawn or copied.

7. Characterize this person. List five to ten traits.

8. List the references you used in alphabetical order.

10. VALUES AND THE AMERICAN REVOLUTION

Introduction:

By examining a number of pictures and situations, students explore the relationship between threatened values and aroused feelings. Values are defined as basic beliefs or ideas that are important in a person's life.

Objectives: Students will be able to:

1. Identify growing differences between the colonists and England in the period prior to the American Revolution.

2. Recognize that the American colonies broke away from England because of value differences that led to conflict (the American Revolution).

3. Form generalizations.

Teaching Time: 4 class periods.

Materials: Copies of Handouts 10-1, 10-2, 10-3, and 10-4 for all students.

Procedure:

Day 1

1. Begin the lesson by establishing a classroom situation students will consider unfair. For example, you might say "I'll give you your homework assignment now. I'd like the girls to bring in a clipping dealing with a conflict between individuals or institutions. I would like the boys to prepare a five-minute oral report on the causes of the conflict. Boys, prepare notes for your report, in ink, to be handed in if I don't call on you in class."

2. Encourage class reactions. After ten minutes, have students analyze and describe what just happened. As the class supplies information, draw the following diagram on the chalkboard.

An Unequal Homework Assignment	Caused	Anger

If a conflict situation develops, add this element to the diagram:

An Unequal Homework Assignment	Caused	Anger	Which Led To	Conflict

---

Prepared by Mary Ann Cusack, Cambridge (Massachusetts) Public Schools.

If conflict was avoided, ask students to speculate about what could have happened if you (teacher) had been serious and had refused to change your mind.

3. Ask class members to explain in writing why they personally were angered. Specifically, which of their values did they feel you were threatening? It may be necessary to define "values" at this point. Allow 15 minutes for writing.

4. List student responses on the chalkboard.

5. For homework, have students conduct a survey among their family and friends to identify the main reasons why they become angry.

Sample survey question:

I am angry when _____.

Have students obtain several answers from each person surveyed.

Day 2

6. Compile students' survey results in a class discussion and draw conclusions based on the survey. Do the results of the survey show that many people get angry easily? Does conflict ever help people to understand each other better? Give an example.

7. Students at this point should have already read about the colonists' conflict with England over taxes. This material can be read in the textbook as an introduction to the Revolution. If they have not, distribute Handout 10-1, 10-2, 10-3, and 10-4. Allow time for reading. Discuss with students the values and conflict that were aroused in the colonists because of the Stamp Act, the Tea Tax, and the Townshend Acts.

8. Develop a diagram (similar to the model in step 2) dealing with the Stamp Act, etc. Be sure to include the probable and real outcomes.

Day 3

9. As a final discussion topic, consider the questions: Was the American Revolution inevitable? Did England push the colonists too far? What other outcomes could have resulted from these conflicts?

10. Have students write a newspaper editorial for the Boston Gazette. The editorial should explain why the student's feelings are aroused by these British acts and should outline what he/she plans to do because of these feelings.

Day 4

11. (Optional) All the student-written newspaper articles can be organized into a newspaper format. Students can use their imaginations and creativity in illustrating and putting together the newspaper edition.

THE STAMP ACT

An Act of Parliament: Passed March 22, 1765
Effective November 1, 1765

The purpose of this act is to establish a stamp tax in the American colonies to help pay the costs of defending and protecting them.

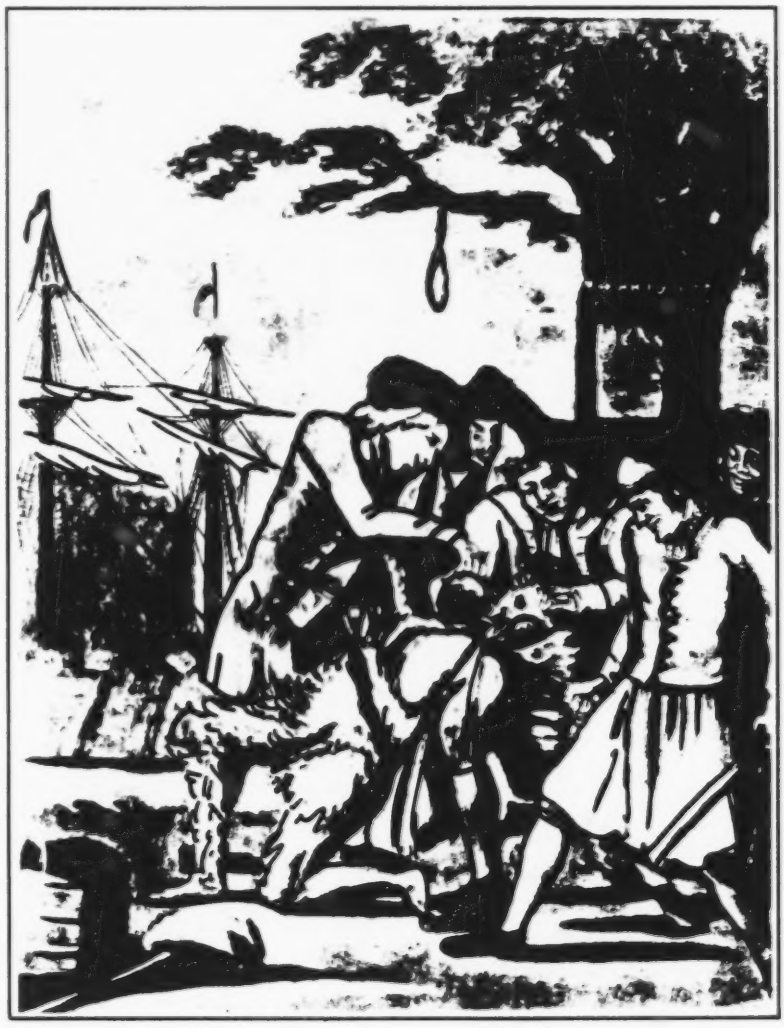
The tax will be paid on every piece of paper, parchment, or sheepskin used for the following purposes.

	Stamp Tax
Statements and documents used in court	Three pence
Gift transfer records	Two pounds
Entry into college or university, and diplomas	Two pounds
Ship's bills of lading and official clearances for shipping	Four pence
Certificates of appointment for officials	Ten shillings
Licenses for selling liquor	Twenty shillings
Wills	Five shillings
Bonds for future payment of money	Six pence
Leases, bills of sale, contracts, agreements	Two shillings six pence
Deeds, mortgages, notarized papers, etc.	Two shillings three pence
Deck of cards	One shilling
Pair of dice	Ten shillings
Pamphlets half sheet or smaller (including newspapers)	One half penny
Pamphlets larger than one-half sheet	One penny per sheet
Almanacs and calendars	Two pence

All money received by this act shall be paid into His Majesty's treasury and will be used to defend the colonies.

ANTI-BRITISH CARTOON

This 1774 cartoon shows what happened to John Malcomb, who collected the British tea tax in Boston. He was tarred and feathered and forced to drink to the health of the royal family in burning hot tea.



From the Library of Congress.

THE TOWNSHEND ACTS

The Townshend Acts did the following:

1. Suspended the New York Assembly until it obeyed the Quartering Act. This act required colonists to provide living quarters for British troops.

2. Approved the use of Writs of Assistance. These documents allowed British officials to search any building or ship at any time.

3. Established these import taxes:

100 lbs. white glass	5 shillings 8 pence
100 lbs. green glass	1 shilling 2 pence
100 lbs. lead	2 shillings
100 lbs. paint	2 shillings
16 oz. tea	3 pence
1 ream paper	12 shillings

4. Set up an American Board of Commissioners in Boston to collect and enforce the new taxes and to prevent smuggling.

5. Used the money collectd from taxes to pay royal governors and other British officials in the colonies, to help cover the cost of defending and protecting the American colonies, and to maintain the new tax system created by the act.

THE BLOODY MASSACRE, MARCH 1770

This is an engraving made by Paul Revere, a Boston silversmith, soon after the Boston Massacre.

From the Library of Congress.

11. THE BOSTON MASSACRE: RECOGNIZING BIAS IN PRIMARY SOURCES

Introduction:

Students examine several accounts of the Boston Massacre, identify apparent differences reported, and hypothesize about why reports of the incident differed so dramatically.

Objectives: Students will be able to:

1. Identify differences in various accounts of the same incident.

2. Understand why these differences occur.

Teaching Time: 3 class periods.

Materials: Copies of Handouts 11-1, 11-2, 11-3, and 10-4 (from Activity 10) for all students.

Procedure:

Day 1

1. Have the class read Handout 11-1 defining bias.

2. Ask the class to explain the difference between a biased account of an event and a "simple" report of the event. See if the class can suggest reasons why people would give a biased account.

3. Divide the class into small groups. Each group will read the two accounts (Handout 11-2). The group task will be to identify the differences and list the discrepancies they find. Handout 11-3 may be used to help the groups in this analysis.

Day 2

4. Have each group present its conclusions from the previous day to the class. List responses on the chalkboard.

5. Have the class study the Paul Revere engraving of the Boston Massacre (Handout 10-4). Discuss how Paul Revere felt about the Boston Massacre. Who did he think was responsible for the incident? If this poster was the only source of information about the event, what would students think about the actions of the British soldiers? Of the colonials? What was Revere's bias?

6. Summarize the conclusions and ideas that students have drawn from this lesson on bias.

Prepared by Mary Ann Cusack, Cambridge (Massachusetts) Public Schools.

Day 3

7. Have students write a paragraph stating what they believe is the real story of the Boston Massacre. This can be assigned as homework if you wish to save class time.

DEFINITION OF BIAS

A bias is an angle. In thinking, it is an angled or slanted way of looking at facts and events. A biased opinion or account is one that presents information to support a certain point of view. It is prejudiced. The person who has the opinion is not seeing or presenting the whole picture.

When two people are questioned after they have been fighting with each other, they may give very different stories of what happened. Sometimes these differences are unintentional. It's just that people who are angry or excited may remember only the things that seemed unfair to them. Other differences may be intentional. For example, people may try to gain support or sympathy by telling stories in a certain way, elaborating on some information and leaving out other information. In either case, their perspectives become biased.

This is also true of historical accounts. People often give different reports of the same event, especially if their emotions are aroused.

On the evening of March 5, 1770, something happened that has become known as the "Boston Massacre." Handout 11-2 provides two different accounts of what happened at the Boston Massacre.

TWO ACCOUNTS OF THE BOSTON MASSACRE

I. John Tudor, a Boston merchant, was an eyewitness to the events of March 5, 1770. He wrote:

On Monday evening the 5th, a few minutes after nine o'clock, a most horrid murder was committed in King Street before the customhouse door by eight or nine soldiers under the command of Captain Thomas Preston.

This unhappy affair began when some boys and young fellows threw snowballs at the sentry placed at the customhouse door. At this, eight or nine soldiers came to his aid. Soon after, a number of people collected. The Captain commanded the soldiers to fire, which they did, and three men were killed on the spot and several mortally wounded, one of which died the next morning. The Captain soon drew off his soldiers up to the main guard; if he had not done this, the results might have been terrible, for when the guns fired, the people were alarmed and set the bells a-ringing as if for a fire, which drew many to the place of action.

Lt. Governor Hutchinson, who was commander-in-chief, was sent for and came to the Council Chamber, where some of the judges waited. The Governor desired the crowd to separate about ten o'clock and go home peaceably. He said he would do all in his power to see that justice was done. The 29th Regiment was then under arms on the south side of the Townhouse, but the people insisted that the soldiers should be ordered to their barracks first before they would separate. When this was done, the people separated about one o'clock.

Captain Preston was arrested by a warrant given to the high sheriff by Justices Dana and Tudor. He was questioned at about two o'clock, and we sent him to jail soon after three, having enough evidence to commit him, because he ordered the soldiers to fire; so about four o'clock the town became quiet. The next day the eight soldiers that fired on the inhabitants were also sent to jail.

II. General Gage, a British General, wrote the following to a friend in England, five days after the incident:

On the evening of March 5th, the people of Boston had a general uprising. They began by attacking several soldiers in a small street, near the barracks of the 29th Regiment. The noise of the attack caused several officers to come out of the barracks and investigate. They found some of the soldiers greatly hurt, but they took the soldiers into the barrack.

The mob followed them to the barrack door, threatening and waving clubs over the officers' heads. The officers tried to make peace, and asked the mob to leave.

Part of the mob then broke into a meetinghouse, and rang the bell as if there were a fire. This seems to have been a prearranged signal. Immediately many people assembled in the streets. Some of them were armed with guns, but most carried clubs and similar weapons.

Many people came out of their houses, thinking there was a fire. Several soldiers, thinking the same thing, headed for their duty posts as they were supposed to do. On the way they were insulted and attacked. Those who could not escape were knocked down and treated very badly.

Different mobs moved through the streets, passing the different barracks. These mobs tried to make the soldiers angry and urged them to come outside. One group went to the main guard and tried to stir up trouble, but they failed. The guard soldiers stood their positions quietly.

From there the mob moved to the customhouse, and attacked a single soldier on guard there. He defended himself as well as he could, and called for help. Several people ran to the main guard to tell of the danger to the soldier.

Captain Preston, who was in charge of the guard that day, was at the main guard station. When he heard of the attack on the soldier, he sent a sergeant and 12 men to aid him. The Captain soon followed to help prevent the troops from starting unnecessary trouble.

The mob attacked the group of soldiers. Some of the mob threw bricks, stones, pieces of ice, and snowballs at the soldiers. Others moved up to the soldiers' bayonets, trying to use their clubs. People in the mob called out to the soldiers to fire their guns, and used insulting language.

GUIDE SHEET FOR ANALYZING ACCOUNTS OF THE BOSTON MASSACRE

1. How would Americans feel about the British role in the Boston Massacre if they read this account?

2. How would Americans feel about the colonials if they read this same account?

3. How would people in England feel after reading this account?

4. What facts could have been "created" by the author? What things do you think really happened in Boston?

5. What additional information could help you determine what happened at the Boston Massacre?

12. TOWN MEETING

Introduction:

Through a simulated town meeting, students gain insight into the problems encountered by the people of the colonies. This format can be used throughout the school year to clarify other issues in U.S. history.

Objectives: Students will be able to:

1. Clarify arguments that led to the War for Independence.

2. Gather and synthesize information.

3. Evaluate various positions on an issue.

4. Demonstrate oral communication skills by developing arguments for and against a position.

Teaching Time: 2 to 4 class periods.

Materials: Class text and research materials collected by the teacher.

Procedure:

Day 1

1. Assign reading on the causes of the American Revolution in the text to provide background information.

2. Explain that the class will stage a town meeting with one-third of the students being Loyalists, one-third being Patriots, and one-third being neutral, confused, or unsure.

3. Make lists on the chalkboard of the complaints of the Patriots, of the Loyalist's position, and of what kinds of people might be neutral or uncommitted and why. How did the Loyalists hope to solve their problems? Why did the Patriots think that the colonies should be independent? What would be some alternatives to war?

Days 2-3

4. To prepare for the meeting, students will research and write speeches clarifying their feelings and positions. Allow one to two days for research and speech preparation. Research may be conducted in the library or with classroom resource materials.

Prepared by Nola C. Castle, San Juan (California) Unified School District.

5. Students could assume the identity of an early colonial character. (Thumbnail sketch could be provided by the teacher.) Prior to the meeting, each student would publicly identify themselves to the group.

Day 4

6. Conduct the town meeting. The teacher may act as Town Councilor or appoint a student. Another class might be brought in to hear the arguments, providing feedback for the students and establishing the group making the best presentation.

7. After listening to all sides, what position would students support? Why? What do they think convinced people to support the revolution?

Teacher Background Information

Note that in many areas of the colonies, town meetings were not held. Where they were (New England), the goal was to seek consensus, not potentially divisive debate. You may want to point out to students that many town meetings did not operate on the democratic lines students enacted. Interested students might investigate exactly how such meetings were conducted.

13. THE AMERICAN REVOLUTION COMPARED TO THE REVOLUTIONS OF OTHER NATIONS

Introduction:

Some historians argue that the American Revolution was not a revolution at all, but merely a war of independence. This lesson asks the student to decide just how much did change in the thirteen colonies after 1776.

Objectives: Students will be able to:

1. Explain what a revolution is.

2. Evaluate how revolutionary the changes that occurred after the colonies declared independence from Great Britain were.

3. Practice such skills as reading, contrasting and comparing, analyzing data, making inferences, and drawing conclusions.

Teaching Time: 1 class period.

Materials: Copies of Handout 13-1 for all students.

Procedure:

1. Write the following focus question for students on the board: "How revolutionary was the American Revolution?"

2. Divide the class into small groups and distribute Handout 13-1. Within their groups, have students categorize the events listed as revolutionary and not revolutionary. After groups have finished, bring the class back together and review their work as well as the information contained in their texts.

3. If time permits, introduce what happened in other great world revolutions for the students to compare with the United States. Crane Brinton's The Anatomy of Revolution (New York: Random House, 1965) is an excellent source on the French, Russian, Mexican, and Chinese Revolutions.

Prepared by Steve O'Brien, Hamilton-Wenham (Massachusetts) Regional School District.

HOW REVOLUTIONARY WAS THE AMERICAN REVOLUTION?

1. Which items from the following chart would you use to prove that the American Revolution was one of the most dramatic revolutions in world history? Which ones would you use to prove that it was really only a war of independence and not a revolution at all? Mark each item with an "R" for revolution or an "I" for war of independence.

2. How would you answer the question "How revolutionary was the American Revolution?"

Political Events	Social Events	Economic Events	Foreign Affairs
British control ended for 13 colonies, a new nation created.	60,000 to 80,000 Loyalists are forced to flee the nation. Found British Canada.	Economic depression occurred.	U.S. nation created and became one of largest nations in the world.
Colonies create a Confederation (weak central government).	Idea of separation of Church and State established. Tax money no longer restricted to support only one chosen church per colony.	Money became worthless as inflation became rampant.	First democratic republican government for a large nation was created and endured; the rights of the individual were protected from tyranny.
States created new republican government, model constitutions.	Idea of freedom of religious choice grew.	95% of Americans were and remained farmers.	The French government went bankrupt and the monarchy was overthrown.
Restricted democracy instituted, only men of property and white skin could vote.	Laws proscribing the death penalty and flogging for minor offenses were ended.	American trade hurt at first but then new sources of trade were found.	Out of the French Revolution Europe began 20 years of warfare.
Old British elite replaced by a new wealthy American elite, common man really still not able to participate in gov.	Women's rights efforts failed. They obtained no new political or legal rights.	Loyalist estates were confiscated. They were never compensated. Most estates bought by rich Revolutionaries.	
Women could not vote.	Indians and blacks not admitted to the American system.	Old forms of land inheritance which said first son must inherit all abolished.	
Slavery preserved in Southern and border states.		West sold off in large tracts of land. Speculators made fortunes at common man's expense.	
Indians left out of government.			
Eventually a new Constitution was written creating a strong central gov. with a Bill of Rights.			

14. DISORDER TO ORDER

Introduction:

After listening to a selection from Golding's Lord of the Flies, the class makes predictions on how order is created from disorder. They apply their model to the political situation of the new United States in 1781. Familiarity with that situation will be needed to use this activity successfully.

Objectives: Students will be able to:

1. Identify basic human needs.

2. Relate these needs to the needs of the youngsters in Lord of the Flies.

3. Hypothesize as to how organization will develop in the island society of Lord of the Flies.

4. Compare the fictional island society to that of the United States after the American Revolution.

Teaching Time: 2 class periods.

Materials: A copy of Lord of the Flies, by William Golding. (A preferable shortened version can be found in Fenton's teacher's guide for The Americans, New York: Carnegie-Mellon/Holt, 1975.)

Procedure:

Day 1

1. Read the excerpt from Lord of the Flies that describes Ralph, the fat boy, and then the others finding themselves on the island and realizing that there were no grown-ups. End the reading at the point when Merridew tells the group they will have to look after themselves. Omit unnecessary descriptive parts, if you wish.

2. As a class, have the students compile a list of needs to which these boys will have to attend. Write these needs on the chalkboard and star the most immediate needs.

3. At this point, students may role play the situation, referring to their list in going about their business. They can pretend to construct shelters, search for food, search for each other, explore the island, etc. Some may end up doing nothing. Stop the role play when the group decides that some type of order is needed or at a point when they can stop and analyze what is happening and not happening. Alter-

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Prepared by Kathy Braun, Milwaukee (Wisconsin) Public Schools.

natively, ask each student, or small groups of students, to prioritize the list you have created. Compare lists through class discussion. As the class realizes that there are many different list orders, lead them through discussion of how to reach consensus.

4. Have the class clarify an ordered plan for getting tasks accomplished. When some type of order emerges from the group, have the class evaluate what type of order is emerging: despotic, dictatorial (benevolent), democratic, etc. or a combination. List these on the chalkboard.

5. Assign students to write a paper of a page or two hypothesizing what will happen to the boys. Add girls to the picture. Carry the story into one or two future generations if desired. Each student must start with one of the types of leadership previously listed on the chalkboard. Have students finish the writing assignment for homework.

Day 2

6. The next day, share some of the stories. Through discussion, guide students in relating the situation on the island to the political situation in the United States after the Revolutionary War.

If students have carried their stories into future generations, you may want to discuss the importance of making plans that can withstand the test of time and endure for future generations.

15. THE GOVERNMENT OF THE UNITED STATES UNDER THE ARTICLES OF CONFEDERATION

Introduction:

From 1776 to 1788, the United States consisted of a weak association of sovereign states. This lesson examines why the leaders of the Revolution came to believe that a stronger central government than the one created under the Articles of Confederation was necessary.

Objectives: Students will be able to:

1. Explain the Articles of Confederation.

2. Evaluate the successes and failures of the Continental Congress.

3. Draw conclusions concerning why U.S. difficulties with foreign nations continued after the Revolutionary War.

Teaching Time: 1 class period.

Materials: Class texts; copies of Handout 15-1 for all students.

Procedure:

1. Write the focus question on the board: "Were the Articles of Confederation in need of revision or replacement in 1786?"

2. Divide the class into small groups. Have students use their texts and Handout 15-1 to make a chart listing the strengths and weaknesses of the Articles of Confederation.

3. After the charts have been completed, bring the class back together and have the students brainstorm possible recommendations to correct the perceived weaknesses of the central government.

4. Look at the total list of recommendations and ask whether it implies that an entirely new government would be necessary or that improvement upon the existing Articles of Confederation government would have been sufficient. Leave the answer to this question open because it is a perfect way to open the next lesson on the Constitutional Convention of 1787.

Prepared by Steve O'Brien, Hamilton-Wenham (Massachusetts) Regional School District.

THE ARTICLES OF CONFEDERATION

Article 1 — The former thirteen colonies controlled by Great Britain along the east coast of America north of Florida and south of Canada shall henceforth be called The United States of America.

Article 2 — The states retain their complete independence in every power and right not mentioned in this document as granted to the confederation central government.

Article 3 — Each state promises to help the others in case of attack and to avoid warfare between each other to settle disputes.

Article 5 — Each state shall have one equal vote. Each state delegation shall consist of from two to seven members elected by their states to meet the first Monday in November each year.

Article 6 — The Congress and not the states individually shall make treaties.

Every state must maintain a militia.

Only Congress and not the states individually can declare war.

Article 8 — Defense costs shall be paid by the states according to a formula based on their total land worth as determined by Congress. The Congress has no authority to collect the tax revenue, only to request it from the state legislatures.

Article 9 — Only the Congress can develop a diplomatic corps.

The Congress shall be the final judge in disputes between one or more states.

The U.S. Congress shall have the right to coin money and issue paper currency, just like the states. It shall also have the right to issue regulations concerning trade between the states and foreign countries, but has no power to enforce compliance with its regulations. That will be left up to the state legislatures.

This edited and condensed version of The Articles of Confederation was developed by Steve O'Brien, Hamilton-Wenham (Massachusetts) Regional School District.

There shall be no chief executive or court system created by the Congress. Instead, committees will take turns administering the needs of the nation, and the states will run court systems.

No important measure can be passed by the legislature unless nine states vote in approval of it.

Article 13 No amendments or changes can be made to the Articles of Confederation unless the legislatures in every state unanimously agree with it.

16. THE CONSTITUTIONAL CONVENTION AND THE ESTABLISHMENT OF A NEW ORDER

Introduction:

Our founding fathers, while meeting from May through September 1787, debated the classical principle of government and created a new nation. The ancients had agreed that there were three types of government--monarchy, aristocracy, and democracy--and that each had substantial weaknesses. The participants at the Constitutional Convention had faith in their ability to select the strengths of each form of government and use them to create a "New Order for the Ages."

Debate over several issues was long and at times extremely acrimonious; these issues included the term of the President and legislators, the method of election to be used, the powers of national government and those left to the states, equal versus proportional representation, and the counting of slaves. All of these issues were resolved, and the Constitution that emerged was both a product of compromises and the symbol of a model republic.

Presented here are two activities for helping students understand the issues, conflicts, and processes of the Constitutional Convention.

Activity A: On Your Own

This activity is designed to help students personally identify with the task that faced the first Federalists as they began planning, discussing, and framing the Constitution. The activity may be used as an introduction to the study of the Constitutional Convention.

Teaching Time: 3 class periods.

Materials: None.

Objectives: Students will be able to:

1. List problems that could result in a siutation with no government.

2. Identify a government that could solve these problems.

3. Work in groups to solve problems.

Procedure:

Day 1

1. Present the following situation to the students. Imagine that the school is suddenly cut off from the rest of the world (for a long

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Prepared by Mary Ann Cusack, Cambridge (Massachusetts) Public Schools.

period of time) because of some natural disaster. There is no way for anyone to leave or enter the school grounds. Once a week a plane parachutes in food, clothing, and water, but there is no way to communicate with the plane. You have no way of knowing how long your isolation will last. It might be forever.

2. Divide the class into small groups of four or five students. Each group will discuss and list the problems that might result from this imagined situation. Also have groups list some solutions or suggestions for dealing with the problems.

Each group is responsible for making and filling in a two-column chart that lists the problems in Column 1 and possible solutions in Column 2.

Day 2

3. Review with students their dilemma. Discuss the various problems and solutions. Hopefully, the problem of leadership and maintaining order will have come up during the group task. Guide the discussion to help students realize the need for some form of government. (Define with the class the meaning of government.) Why do they need a government?

4. Divide the class into groups again. The group task will be to develop a plan for leadership and government in the school during this time of disaster. They must remember that the school population includes students, teachers, principal, custodians, cafeteria workers, and secretaries.

5. Have each group present its government solution to the class and explain how it would operate and deal with the various problems.

Hint: To ensure that a variety of forms of government emerge from the groups, the teacher could hand cards to each group "suggesting" the direction their government could take.

Group A - one person in control (dictator).
Group B - group control (equal vote).
Group C - one person in control (elected).
Group D - elite group control (elected).

Day 3

6. Discuss with students the different types of governments that emerged. Use the correct names (e.g., democratic, totalitarian).

7. Students are now prepared to identify with the men who attended the Constitutional Convention. These men were faced with the task of creating a government. Have students read about these early days in the formation of the Constitution.

Activity B: Convention Role-Play

Students role play a mini Constitutional Convention. They portray the roles of historical figures and argue the major issues of the Convention.

Objectives: Students will be able to:

1. Locate the Constitutional Convention in time and space.

2. Identify the states represented at the convention.

3. Research the positions of a representative from one of the states.

4. Be able to articulate orally the positions of a representative to the Convention.

Teaching Time: Approximately 2 weeks.

Materials: Library resource materials, appropriate films and filmstrips.

Procedure:

Days 1-4

1. Each student is to be assigned the role of a different Constitutional Convention participant (see Teacher Background information for a list). Since the students will "become" the person assigned, they will need to learn as much about the individual as possible, focusing particularly on the person's political beliefs. Students may even want to memorize the speeches of some of the founding fathers. For example, Ben Franklin's speech on why the President should not be paid might be delivered by the person portraying Franklin.

2. Students will also need to become familiar with the Virginia plan and be able to argue the major issues before the Convention, i.e., representation (large state and small state debates), national power and powers of the states, the judiciary system, democratic method of election, term of offices, payment for the President, establishment of a cabinet, removal from office, the counting of slaves, and any others students wish to debate. Present this information through class lecture, discussion, and readings.

3. Allot one to three days of classroom or library research time for students to compile informtion on their convention participants.

This lesson was developed by Low Wenzl, Eugene (Oregon) Public School District 4J.

Day 5

4. Once all the above background information has been acquired, a format for conducting the Convention should be decided upon collectively by teacher and students. Draft an outline of procedure on the board. Reproduce and distribute to the class.

Days 6-10

5. Conduct the mini-Convention, proceeding through a debate and decision on each of the issues outlined in step 2 above.

Teacher Background Information:

Delegates to the Constitutional Convention and their states were:

Abraham Baldwin, Georgia
Richard Bassett, Delaware
Gunning Bedford, Delaware
John Blair, Virginia
William Blount, North Carolina
David Brearley, New Jersey
Jacob Brown, Delaware
Pierce Butler, South Carolina
Daniel Carroll, Maryland
George Clyner, Pennsylvania
William Davie, North Carolina
Jonathan Dayton, New Jersey
John Dickenson, Delaware
Oliver Ellsworth, Connecticut
William Few, Georgia
Thomas Fitzsimons, Pennsylvania
Nicholas Gilman, New Hampshire
Elbridge Gerry, Massachusetts
Nathaniel Gorham, Massachusetts
Alexander Hamilton, New York
William Houston, New Jersey
William Houstoun, Georgia
Jared Ingersoll, Pennsylvannia
Daniel of St. Thomas Jenifer, Maryland
William S. Johnson, Connecticut
Rufus King, Massachusetts
John Landgon, New Hampshire
John Lansing, New York
William Livingston, New Jersey
James Madison, Virginia
Luther Martin, Maryland
George Mason, Virginia
James McClurg, Virginia
James McHenry, Maryland
John Francis Mercer, Maryland
Thomas Mifflin, Pennsylvania
Gouverneur Morris, Pennsylvania
Robert Morris, Pennsylvania
William Paterson, New Jersey
William Pierce, Georgia
Charles Cotesworth Pinckney, South Carolina
Edmund Randolph, Virginia
George Read, Delaware
John Rutledge, South Carolina
Roger Sherman, Connecticut
Richard Spaight, North Carolina
Caleb Strong, Massachusetts
George Washington, Virginia
Hugh Williamson, North Carolina
James Wilson, Pennsylvania
George Wythe, Virginia
Robert Yates, New York

17. CLASSICAL INFLUENCE ON AMERICAN CULTURE

Introduction:

The architecture of the new republic sought to express the inner spirit of the nation. Because the founding fathers were preoccupied with antiquity, they emulated republican Rome and democratic Athens.

Jefferson's own home, Monticello, incorporated classical motifs, and his plan for the Virginia capitol was adopted from the Maison Carree at Nimes, a building Jefferson had described as "one of the most beautiful, if not the most beautiful and precious morsels architecture left to us by antiquity."

Architecture emphasizes humanity's link and identification with the past. Because the founding fathers respected Greek and Roman ideas about government, classical architecture became the ideal.

Objectives: Students will be able to:

1. Identify specific elements of classical architecture.

2. Describe how architecture reflected Americans' attempt to build a strong image of the United States.

3. Recognize the symmetry, order, and rationality of classical architecture.

4. Appreciate the permanence, stability, and power symbolized by classical architecture.

Teaching Time: 1 or 2 class periods.

Materials: Slide reproductions or photographs of classical Greek and Roman architecture; slide reproductions or photographs of the following: Thomas Jefferson Capitol, 1735-1739, Richmond, Virginia; The Charles Bullfinch Capitol, 1795-1798, Boston, Massachusetts; McComb and Mangen City Hall, 1803-1812, New York City; Thomas Jefferson's Monticello, 1770-1809, Albermarle County, Virginia; Rotunda, University of Virginia, 1822-1826, Charlottesville, Virginia; Benjamin Latrobe, Baltimore Cathedral, 1821; The White House, 1792, Washington, D.C.; Andalusia, 1833, Andalusia, Pennsylvania; William Strickland, Second Bank of the United States, 1824, Philadelphia, Pennsylvania; Robert Mills, Bethesda Presbyterian Church, 1820, Camden, South Carolina; Charles Bullfinch All Meeting House, 1816-1817, Lancaster, Massachusetts.

For recommended books from which slides may be made, see the art and architecture section in the bibliography at the end of this publication. Also see Daniel M. Mendezowitz, History of American Art (New York: Holt, Rinehart, and Winston, 1960).

Prepared by Lou Wenzl, Eugene (Oregon) Public School District 4J.

Procedure:

1. Show representative slides of classical Greek and Roman architecture. Discuss with students the type of architecture used and its symbolism; for example, the Greek Doric and Ionian styles and the Roman Corinthian style are official symbols of Republicanism.

2. Discuss the term classical (adhering to the esthetic principles manifested in art and literature of ancient Greece and Rome during their period of highest culture) as a standard or authority, something that is not new.

3. Show the Greek temple as the pattern for architectural propriety. Point out that Greek temples were one-story buildings, had no windows, and were thought to have been constructed of white marble. Identify the pediment, that broad triangular portion above a portico or door. It might also be helpful to compare the pediment to Egyptian pyramids. The pediment was the traditional place to decorate with expensive three-dimensional artwork.

4. Project the slides listed above and have students identify similarities and differences between the architecture of the new republic and that of ancient Greece and Rome.

5. Ask students to explain, orally or in writing, how these examples of neoclassical architecture symbolized permanance and power.

6. Have students demonstrate orally or in writing the symmetry, order, and rationality of Greek and Roman architecture. Ask them to generalize why the founding fathers displayed such an affinity for classical architecture.

18. FINE ARTS AND ARCHITECTURE

Introduction:

This activity is designed to help students recognize how a people's art and literature reflect and mold their culture.

Objectives: Students will be able to:

1. Compare different architectural styles.

2. Interpret the changes and the influence of the architectural styles in the Young Republic.

Teaching Time: 3 class periods.

Materials: Handouts 18-1 through 18-4 (optional); photos, slides, or drawings of Greek and Roman architecture, architecture of early American public and government buildings, and furniture of the early Nationalist Period. Art and architecture books from local libraries may supply much of this material. The resources below are recommended as partial sources for this activity.

History through Art and Architecture: Greek Architecture (slide/cassette kit) (Boulder, CO: Alarion Press, 1984).

History through Art and Architecture: Roman Architecture (slide/cassette kit) (Boulder, CO: Alarion Press, 1984).

Fitch, James M. American Building: The Environmental Forces that Shaped It, Volume I (Boston, MA: Houghton Mifflin, 1973).

Gowans, Alan. Images of American Living (New York: J.B. Lippincott and Co., 1964).

Whiffen, Marcus. American Architecture Since 1780: A Guide to the Styles (Cambridge, MA: MIT Press, 1969).

Procedure:

1. Before beginning the activity, collect pictures, slides, or transparencies of architecture representing Roman and Greek styles and early American architecture and furniture. Architecture books from your local library should contain many appropriate pictures.

Day 1

2. Use flat pictures, slides, and/or transparencies to show the styles of Roman and Greek architecture. Point out the differences between these two styles.

Prepared by Leslie Ellis and Evelyn Jenkins, Livingston Parish (Louisiana) Public Schools.

3. Display pictures of the federal buildings in Washington, D.C., and have students compare the Roman and Greek architectural styles to these examples of early national period architecture. Have a class discussion to answer the question, "What do you think these styles and buildings say about the people?"

4. Use slides, flat pictures, or transparencies to show the styles of furniture of the early national period.

5. As homework, have students find examples of Roman and Greek architecture in local area if possible; if not, have them find other pictures or examples in magazines or reference materials. Other students can search the community, museums, or magazines for examples of early furniture.

Day 2

6. Have students prepare a bulletin board using pictures from magazines and/or other reference materials showing the different styles of furniture and architecture popular during the early national period. As an alternative, plan a field trip to a museum where students can observe examples of early national furniture.

Day 3

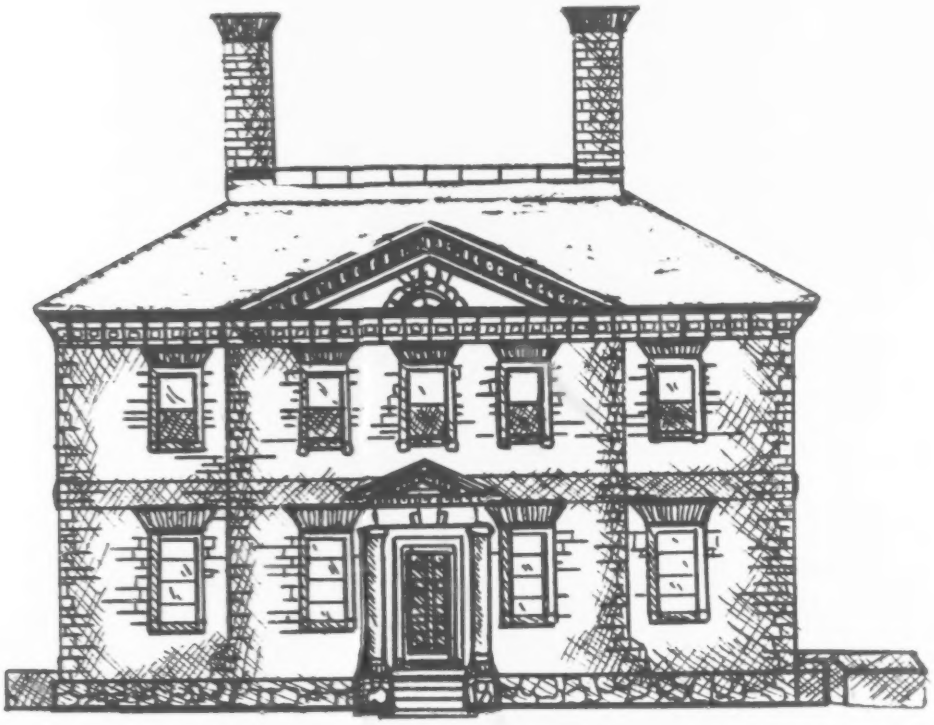
7. (optional) Divide the class into four groups. Assign each group one of the four handouts (Handouts 18-1 through 18-4) and have the group do the reading and complete the analysis sheet. Groups may report back to class on the style of architecture they studied. They might also be assigned to find other examples of this type of architecture in library resources.

GEORGIAN STYLE (1700-1800)

Georgian-style buildings of 18th-century America are characterized by a balanced design. Doors are centered in the front of the buildings and windows are equidistant. The roofs often feature eaves decorated with cornices, modillions, moldings, and dentils. Often, the roof ridge is cut off at the top, forming a flat roof deck which is enclosed with a balustrade. Chimneys are rectangular. Outside walls are made of bricks, clapboards, or stucco textured to look like grooved masonry. Top floors often feature dormer windows. Doorways often feature panels in various configurations, small transoms, or glazed lights in the upper panels. Sometimes, the door is surrounded by pilasters. Buildings from the late Georgian period feature a projecting central pavilion topped by a gable. Doric or Ionic pilasters were often used.

Architectural Features

1. Central double chimneys
2. Balustrade
3. Triangular pediment
4. Engaged column
5. Paneled door
6. Stone foundation



Based on Carole Rifkind, A Field Guide to American Architecture (New York: New American Library, 1980).

Architectural Features Analysis

1. PLAN: Square, Rectangular, Other _____

2. NUMBER OF STORIES: _____

3. ROOF: Gable, Hip, Other _____; Material _____;
   Flat roof deck, Balustrade _____

4. CHIMNEY:
   Number: _____
   Placement: Central, Internal End, External End, Irregular _____
   Material: Stone, Brick (Bond _____) _____
   Detail: Plain Cap, Cornice Cap, Other _____
   Flue Design: Single, Linked Top, Linked Base, Other _____

5. WALL COVERING: Clapboard, Stucco, Brick (Bond _____), Other _____

6. WINDOW OPENINGS:
   Number: _____
   Design: Plain, Palladian, Dormer (Gable, Hip; Pedimented, Segmental, Semicircular) _____
   Trim: Plain, Cornice, Segmental Arch, Other _____

7. DOOR OPENINGS:
   Number of Panels: _____
   Design: Plain, Arch (Type _____) _____
   Trim: Transom, Entablature, Pediment (Triangular, Segmental, Swan's Neck), Brackets _____
   Pilasters (Plain, Fluted), Engaged Columns, Quoins _____

8. PORCH:
   Flat Facade, Projecting Portico, Gable Roof, Pediment, Pilasters (Doric, Ionic, Corinthian) _____

9. FOUNDATION: Brick, Stone, Other _____

10. DECORATIVE TRIM: Quoins (Smooth, Rusticated), Monumental Pilasters _____

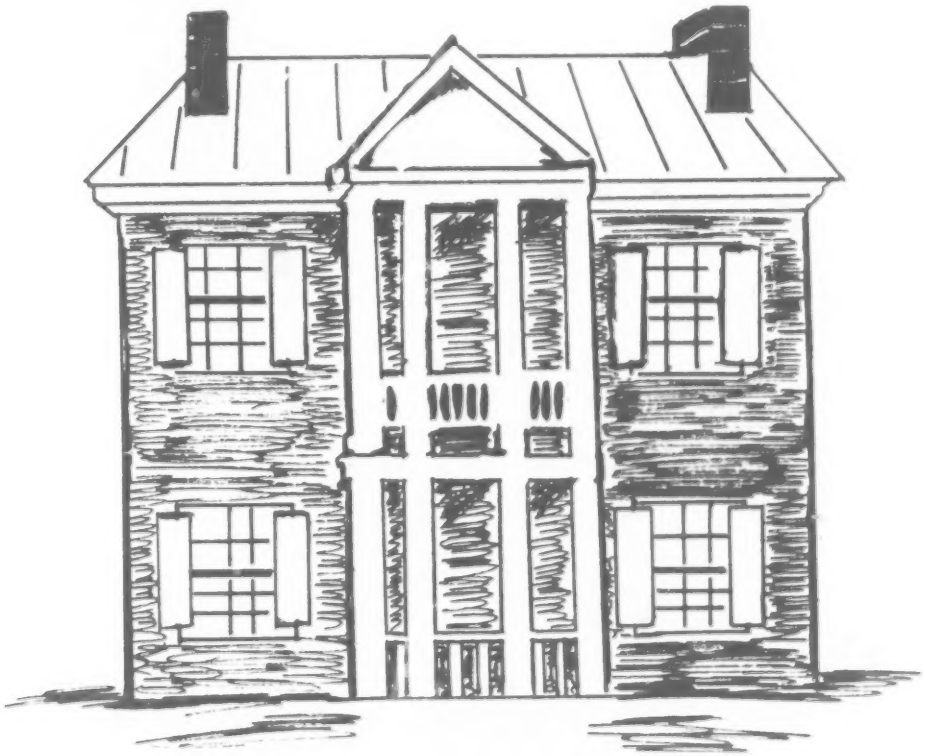
11. MODIFICATIONS:

PLANTATION PLAIN (c. 1733-c. 1860)

The Plantation Plain House is found in the interior states and coastal states. It generally is of modest scale and elaboration. There are few details on the outside of the building. Usually, these are two-story frame houses, covered with weatherboard or clapboard. Inside, the design is a two-over-two room plan with a central hall. The Plantation Plain House is also identifiable by simple caps on the porch pillars, a shed roof porch, simple door and window trim, a central chimney or gable end chimneys at both side elevations, and narrow sash windows with as many as nine or twelve small panes. Building material is usually brick.

Architectural Features

1. Internal end chimney
2. Two-tier triangular pedimented portico
3. Doric pillar
4. Plain-topped sash window



Based on Carole Rifkind, A Field Guide to American Architecture (New York: New American Library, 1980).

Architectural Features Analysis

1. PLAN: Rectangular, Central Hall/Breezeway, Ell-Shaped, T-Shaped _____

2. NUMBER OF STORIES: _____

3. ROOF: Gable, Hip, Stepped Gable, Curvilinear Gable, Boxed Cornice and Returns, Cornice Boxed Pedimented, Material _____

4. CHIMNEYS:
   Number: _____
   Placement: Central, Internal End, External End _____
   Material: Stone, Brick (Bond _____) _____
   Detail: Plain Cap, Corbeled Cap _____
   Flue Design: Single, Linked Top, Linked Base, Pierced, Jointed _____

5. WALL COVERING: Clapboard, Weatherboard, Brick (Bond ____) _____

6. WINDOW OPENINGS:
   Type: Sash, Other _____
   Number of Lights: _____
   Design: Straight-topped; Lintel, Brick Segmental Relieving Arch _____

7. DOOR OPENINGS:
   Number of Panels: _____
   Trim: Plain, Plain Pediment, Sidelights _____

8. PORCH
   Roof Type: Shed, Pedimented _____
   Supports: Columns--Order_____Height _____
   Pillars, Number _____

9. FOUNDATION: Stone, Brick _____

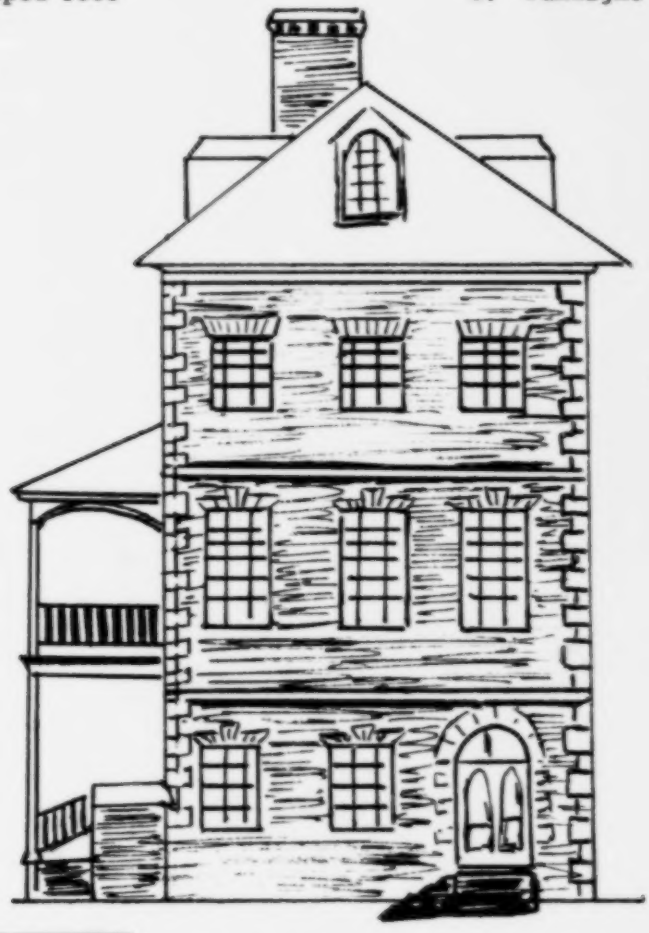
10. MODIFICATIONS:

FEDERAL STYLE (1785-c. 1830)

Federal style buildings feature classical simplicity. These buildings are usually square or rectangular. Sometimes, they have a projecting curved or polygonal bay. Exterior walls are made of brick or stucco. Federal style houses are usually three stories high and are topped with a low-pitch roof with a balustrade. Windows are narrow and either straight-topped or arched. Door openings typically have semielliptical fanlights and attenuated pilasters. Cornices, door frames, and window frames are sometimes decorated with motifs of rosettes, urns, and swags. Usually, however, exterior decoration on Federal style buildings is limited to a porch.

Architectural Features

1. Gable attic dormer
2. Semicircular arch with keystone
3. Hipped roof
4. Nine-over-nine sash window
5. Arch radiating voussoirs with keystone
6. Fanlight



Based on Carole Rifkind, A Field Guide to American Architecture (New York: New American Library, 1980).

Architectural Features Analysis

1. PLAN: Square, Rectangular, Projecting Curved Bay, Projecting Polygonal Bay _____

2. NUMBER OF STORIES: _____

3. ROOF: Hip, Gable; Pitch--Low, Medium, Steep; Balustrade, Material _____

4. CHIMNEYS:
   Number: _____
   Placement: Central, Internal End, External End _____
   Material: Brick, Other _____
   Detail: Plain Cap, Corbeled Cap _____
   Flue Design: Single, Linked Top, Linked Base, Other _____

5. WALL COVERING: Clapboard, Weatherboard, Brick (Bond __), Stucco __

6. WINDOW OPENINGS:
   Type: Sash, Tripart, Other _____
   Number of Lights: _____
   Design: Lintel, Palladian, Semicircular, Arched, Recessed _____
   Trim: Corner Blocks, Other _____

7. DOOR OPENINGS:
   Number of Panels: _____
   Trim: Plain, Semielliptical Fanlight, Pilasters, Sidelights _____

8. PORCH:
   Roof: Domed, Flat, Other _____
   Design: Circular, Arched _____
   Columns: Height, Attenuated, Order _____ Number _____

9. FOUNDATION: Stone, Brick, Other _____

10. DECORATIVE TRIM: _____

11. MODIFICATIONS:

GREEK REVIVAL: (1920-1860)

An architectural style that is an adaptation of the classic Greek temple reflects the democratic ideals of a new American nation. Greek Revival style buildings were used for residential, religious, or commercial purposes. They are easily identifiable by their classical temple form, featuring a portico across the front of the building. Columns are Doric, Ionic, or Corinthian. Greek Revival buildings have flat or low-pitch roofs. The door opening of the Greek Revival style building has a rectangular transom. Two engaged piers on either side of the door opening are flanked by sidelights. Window openings are six-over-six sash windows. The Greek Revival style building has smooth wall surfaces and a basic rectangular plan, generally featuring four rooms and a five-bay symmetrical facade.

Architectural Features

1. Ionic order monumental columns
2. Entablature-cornice, architrave, frieze
3. Pedimented gable
4. Decorative balustrade
5. Built on low platform
6. Tall first floor windows
7. Sidelights
8. Transom
9. Pilasters

Based on Carole Rifkind, A Field Guide to American Architecture (New York: New American Library, 1980).

Architectural Features Analysis

1. PLAN: Square, Rectangular _____

2. NUMBER OF STORIES: _____

3. ROOF: Flat, Gable, Hip; Pitch--Low, Medium, Steep; Material _____;
   Direction of roof ridge--Front to Back, Side to Side _____

4. CHIMNEYS:
   Number: _____
   Placement: Central, Internal End, External End _____
   Material: Brick, Other _____
   Detail: Plain Cap, Corbeled Cap _____

5. WALL COVERING: Weatherboard, Brick (Bond _____), Other _____

6. WINDOW OPENING:
   Type: Sash, Other _____, Attic Story Windows in Frieze _____
   Number of Lights: _____
   Design: Lintel, Shouldered Architrave, Triangular Pediment
   _____
   Trim: Carved Keystones, Endblocks, Quoins _____
   Surrounds: Wooden, Masonry _____

7. DOOR OPENINGS:
   Number of Panels: _____
   Design: Plain, Lintel, Other _____
   Trim: Transom (Number of Lights _____, Pilasters,
   Sidelights, Corner Lights, Panels _____

8. PORCH:
   Roof: Gable, Flat, Hip _____
   Design: Pedimented, Entablature _____
   Columns: Height--one-story, monumental; Order ____ Number ____;
   Material--Brick, Wood _____

9. FOUNDATION: Brick, Stone, Other _____

10. DECORATIVE TRIM: _____

11. MODIFICATIONS:

19. THE NATION IN THE 1790s

Introduction:

The republican form of government and settlement pattern that evolved because of the geographic distance and belief in democracy in America made the United States in 1790 very different from European nations at the same time. This lesson helps students visualize life in America in the 1790s, with particular emphasis upon the problems of travel and communication in rural society.

Objectives: Students will be able to:

1. Locate and indicate the size of the nation's largest cities in the 1790s.

2. Describe the chief modes of transportation in the 1790s.

3. Locate the chief area of trans-Appalachian settlement in 1790 and explain the importance of rivers in that settlement area.

4. Describe some aspects of life in new settlements in the 1790s.

Teaching Time: 1 class period.

Materials: Copies of Handouts 19-1, 19-2, and 19-3 (optional) for all students.

Procedure:

1. Distribute Handout 19-1 or use a transportation map from the class text.

2. Have the students estimate land travel time between various locations in the United States based upon the knowledge that it took two full days for a stagecoach to travel from New York to Philadelphia in 1790.

3. Have students note that water travel was much faster than land travel and that ships and barges could haul much larger cargoes than wagons. Why would this be so?

4. Have the students hypothesize where large settlements would develop in the West based on this knowledge. Also, ask them to guess why the North was so much more interested in building railroads than the South.

Prepared by Steve O'Brien, Wenham-Hamilton (Massachusetts) Public Schools.

5. Distribute Handout 19-2 and have students read and react to it. If interest is high, distribute or read aloud Handout 19-3, Abigail Adams's letter to her daughter about traveling to Washington. Be sure to have the students locate Lancaster, Pennsylvania, before reading the letters.

6. Write the lesson focus question, "How was the United States different from Europe in the 1790s?" on the board and have the class brainstorm their own answer (size, rural, distance, geography, etc.).

TRANSPORTATION IN THE UNITED STATES, 1790

VIEWS OF THE AMERICAN FRONTIER BY A FRENCH TRAVELER

On the 27th of June (1802) I set out from Lancaster for Shippensburgh. There were only four of us in the stage, which was fitted up to hold twelve passengers. Columbia, upon the Susquehanna River, is the first town we arrived at; it has fifty houses, scattered here and there, and almost all built of wood; at this place ends the turnpike road.

The mode of constructing houses is not the same everywhere. At Philadelphia the houses are built with brick. Elsewhere, of wood, but west of the Allegheny Mountains, one-third of the inhabitants reside in log houses. These dwellings are made with trunks of trees, from twenty to thirty feet in length, about five inches in diameter, placed one upon another, and kept up by notches cut at their extremities. The roof is formed with pieces of similar length, but not quite so thick. Two doors, which often supply the place of windows, are made by sawing away a part of the trunks. The chimney, always placed at one end of the house, is likewise made with the trunks of trees. The back of the chimney is made of clay, about six inches thick, which separates the fire from the wooden walls. The spaces between these trunks of trees is filled up with clay, but so very carelessly, that the light may be seen through every part. These huts are exceedingly cold in winter, despite the amazing quantity of wood that is burnt. The doors move upon wooden hinges, and the greater part of them have no locks. In the night time they only push them shut, or fasten them with a wooden peg. Four or five days are sufficient for two men to finish one of these houses, in which not a nail is used. Two great beds receive the whole family. It frequently happens that in summer the children sleep upon the ground, in a kind of rug. The floor is raised from one to two feet above the surface of the ground, and boarded. They generally make use of feather beds, or feathers alone, and not mattresses. Sheep being very scarce, the wool is very dear; at the same time they reserve it to make stockings. The clothes belonging to the family are hung up round the room, or suspended upon a long pole.

From Francois A. Michaux, Travels to the West of the Allegheny Mountains (1804).

LETTER FROM ABIGAIL ADAMS TO HER DAUGHTER

Washington, 21 November, 1800

My dear child,

I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore, and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through the woods, where we wandered two hours without finding a guide, or the path. Fortunately a straggler came up with us, and we engaged him as a guide. Woods are all you see, from Baltimore until you reach the city, which is only so in name. Here and there is a small cottage, without a glass window, intersperses among the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria, is in full view of my window, and I see the vessels as they pass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order. To light the apartments, from the kitchen to parlors and chambers, is difficult indeed. The fires we are obliged to keep to secure us from daily fevers provide cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house. This is so great an inconvenience! If they will put up some bells, and let me have wood enough to keep fires, I will be pleased. I could content myself almost anywhere three months, but surrounded with forests, can you believe that wood is not to be had, because people cannot be found to cut and cart it! There is coal available, but we cannot get grates made and set. We have, indeed, come into a new country.

You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single apartment finished. We have not the least fence, yard, or other convenience outside. I use the great unfinished audience room as a drying room for hanging up the clothes! The principal stairs are not up, and will not be this winter. Six chambers are made comfortable, so we may have guests. Upstairs there is the oval room which is designed for the drawing room, and has the crimson furniture in it. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed.

Since I sat down to write, I have been called down to a servant from Mount Vernon. He has a letter from Mrs. Washington inviting me to Mount Vernon, where, health permitting, I will go, before I leave this place.

From Letters of Mrs. Adams, the Wife of John Adams (1848).

20. DEAR DIARY: NEW ENGLAND DAILY LIFE IN THE 1820S

Introduction:

In this activity, students look at primary source material to gain an understanding of the daily lives and responsibilities of men and women during the new republic period. Through a reading and analysis assignment and an interview, they compare jobs and responsibilities of contemporary Americans with those of Americans from an earlier period, drawing conclusions as to changes in lifestyles and reasons for these changes.

Objectives: Students will be able to:

1. Analyze primary source material.

2. Classify typical 19th-century American tasks and responsibilities as male or female and hypothesize concerning the reasons for these classifications.

3. Compare lifestyles of two time periods and draw conclusions about change.

4. Demonstrate oral communication and writing skills through an interview exercise.

Teaching Time: 1 or 2 class periods, plus homework.

Materials: Copies of Handouts 20-1 and 20-2 for half the class; copies of Handout 20-3 for all students.

Procedures:

1. Introduce the activity by explaining that the class is going to look at the daily lives of two typical Americans, a man and a woman, of the early 1800s. Ask students to hypothesize about what kinds of things each would do in an average day. You might make a list of their answers on the board. Tell students that what you are really looking for in this activity are two things: the number and variety of tasks performed by men and women in the early 1800s, and whether these things have changed over time.

2. Distribute necessary handouts. You may choose to distribute Moses' diary just to boys, and Samantha's just to girls, or vice versa. Or they may be distributed randomly.

3. Go through the Diary Analysis Sheet to clarify the assignment and have students complete in class. Assign the parent interview and writing exercise for homework.

Based on a lesson by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

4. Through class discussion, have students talk about their parent interviews and how they perceived Samantha's and Moses' lives to be in the 20th century. What big changes did they notice in male and female roles, in number and types of tasks performed in an average day, etc.?

5. You may want to focus on other aspects of the diary readings in class discussion. Questions to guide discussion might be:

a. What tasks were assigned to men? to women?

b. Why were some roles given to men and some other roles to women?

c. Why was Samantha Barrett an exception to the role of a woman on an 1820s farm in New England?

d. What was the major method of economic exchange used by Samantha Barrett and Moses Porter?

e. What were the main sources of income for Samantha and Moses?

f. How could you show that Samantha and Moses both had a wide range of responsibilities?

g. What jobs performed on the farm would have normally been performed by a man? by a woman?

h. Why was Samantha an exception to the job tasks normally performed by a woman in the 1820s?

i. Did Samantha and Moses mix business with their social activities? Why do you think this might have happened?

j. Why would Samantha and Moses keep diaries?

DIARY OF MOSES PORTER

Moses Porter was a farmer who lived in Danvers, Massachusetts. In the year 1824, when this diary was written, Porter was 30 years old. In his diary he records events on his father's farm, on which he worked, and discusses his courtship with Fanny Giddings.

1824

January 5 Mr. Wyatt came between 9 & 10 and we got thro' with the butchering very comfortable. He ate dinner. I paid him, he brot in the large hog for us & then went home.

6 While I was miling this morning, Uncle David came up here and said that old Mrs. Baker was dead & to be buried this afternoon, funeral set at 10. Sir and I made some mortar & laid a new hearth in the front East room today.

7 Sir cut up the pork today. I cut & split wood at the door & went over to Eben Wilkins' to see if he had done my thin boots which I carried over there some days since, found he had not got back yet from Middleton or somewhere else. Zadock said he would mend them for me on the morrow if Eben did not return soon enough.

8 Went to market, carried 1 bushel of long red potatoes, 1 pk. apples & the harsletts, sold the milk at 5 cents per q. as usual, potatoes at 2f to 40 cets. pr. b., apples 20 cts., harsletts /9 to 1/, met with a tolerable good market. Got back about sunset, went over to Eben's again; he has not returned yet, neither has Zadock done my boots.

11 Sunday Wrote some & read some of the N. England Farmers, found them interesting.

16 I tended the cattle, hauled the remainder of the logs out of the pasture & cut them all up. Sir went over to Eben Wilkins' shop to mend his boots & brought home mine that Zadock had mended. Sophia T. staid here thro' the day & at night I carried her home, spent a few minutes there, then went into Mr. Putnam's, had a short interview with Fanny after the folks went to bed, but was too much interupted by Charles (who was not well) to stay long.

17 Went to market, sold eggs for 25 cts. pr. doz. Carried a good lot of Salt Beef to Mrs. Farrington, which Aunt Sally sent her. Went to Mrs. Millett's & didn't get home till after dark.

26 Snowed most of the day, and in the evening made some ax handles.

February 7 Mr. Abbot wanting me to go to market with him, I accordingly went. Sold a keg full of milk for Uncle A.P. We stopped there going down and took out Uncle B's things, except a cheese & Gammon of Bacon, which he desired me to leave at Mrs. Farrington's. I found a market for many of Mr. Abbot's things. He sold the greater part of his butter at 14 cents pr. lb., Sausages at 8 cents. Cheese principally at 7 do., his pork at $33.45 cts.

22 Sunday Washington's birthday. Hail, snow, sleet and rain alternately all day. Intended to have gone to meeting but could not owing to the weather. Could not even go to see Fanny in the eve as I wished, without great inconvenience.

23 Went into the swamp, hauled what wood we could, found it excellent working there. Mother went over to Mr. Seth Richardson's & in the eve Sir went after her, whilst I made a visit at another place. Found my dear girl ill, but however she spent the most interesting evening with me perhaps that she ever has, the most important as to its future consequence to us both, left there rather late, but got home well.

25 Went to Mill with the sleigh. Bot 2 quarts of Rum, 17 cents, stopped at Uncle Z.P.'s. Aunt sent her compliments to Mother, wanted her to come down there next Thursday & the Girls & myself Friday evening. Sir engaged Mr. Richardson to help us on the morrow.

27 Mr. Richardson charged 1/6 for what he worked. Went down to Mr. Howe's and had the oxen's shoes, new set, 8 of them 48 cents. Sir had one of his great toes badly bruised by a log falling on it.

March 9 Delightful morn. I cut wood & heard the first sparrow singing, heard Mr. Wallis' turkeys gobbling & saw a red-headed woodpecker, heard blue-jays. In the eve, went over to see Fanny, found Mary T. gone. Found Mr. Evans there, but he went away in good season.

10 Destroyed a great meny caterpillar eggs. Went over to Mr. Endicott's to talk with him about exchanging the Island for his front lot, but hadn't any chance.

11 I went to the sale of the old widow Baker's things at Public Vendue, it began at 9 A.M., but not till after 2 P.M. was there a considerable assemblage. Things generally sold high as they are apt to at Country Vendues. I bot the old flaxcomb for 80 cents, also the best part of the pewter ware, bot 6 dinner Plates, 3 Plates & a very large Bason, the whole amounting to 2 Dollars 66 Cents.

12 Cut some of the black cherry trees on the Island. Went over & settled with Mr. Woodberry for what I bot there yesterday & brought home the dishes. Paid him 3 Dollars 46 Cents.

14 Went to meeting P.M. After meeting accompanied Adrian up to his uncle's. Fanny was not at meeting, but found her there, took tea there & tarried awhile with her but being considerably interrupted by Charles. I did not think it worth while to stay long.

22 Went into the swamp & got a load of the old hay. Went to market, things sold tolerable well. I found Isaac Waldron after searching some time for him. Talked with him about coming here to work this year.

23 We hauled stones and laid them near where we expect to have the log's house.

27 Found the market very dull for everything.

30 P.M. went to Mr. Dale's Vendue and found him very much disturbed. Sir did not stay there long. I bot a rake for 24 cents, the rocking Churn, 2.30, the original cost 3.00, and a milk pail, 50 cents. I intended to have bot the large Cheese tub, but suffered Joel Wilkins to take it off my hands at 2 Dollars. It was a very nice one of the Shaker's make.

31 Set off for Ebenr. Goodhue's Vendue.

April 12 Sir and I reckoned accounts as far as we could ascertain them, not having the blacksmith's bill yet. As accounts stand I am indebted 54 dollars 43 cents.

14 In the evening went over to see Fanny once more, not having been able to go there for some time, found her well and pleasant as usual, carried her 3 Tortoise shell combs for her to take one.

18 Sunday in the evening went over to see Fanny, found Augustus rather troublesome in consequence of his mother's weaning him.

20 Mr. Thompson, the tin Pedlar, left soon after breakfast. He come last night just as we set down to supper, but as we were going to meeting we couldn't wait on him so he had to put his horse up himself. At the meeting, Sir was chosen Moderator and I was Chosen Clerk, took my oath & proceeded to the duties thereof.

May 5 Mr. Ellis and I hauled stones from down by the Rea meadow thill near tea time.

11 William Ives told me that he expected to be married on the morrow & invited me to come & visit him in the evening. I went over to consult Fanny about it, but she tho't it not best, so concluded not to go.

13 Last night lent Thomas Bradstreet my gun.

18 Sir had Mr. Elias' oxen today.

31 At night we went over to Bishop's meadow & shut the gate to see if we could stop water enough to wash the sheep.

June 1 Sir went over to the Sluice but found there was not water enough there to wash the sheep, so we concluded to shear them without. I borrowed Mr. Goodhue's shears & Mr. Ellis & I took one of the carpenter's benches into the barn. The nine sheep yeilded 41 lbs. of clean wool. Wm. worked on the road today with Mr. Richardson. He began the highway work yesterday on his own road.

11 We laid out the ground for the hog pen, mowed the grass and dug the ground. Sir went over to Mr. Seth's to see if he would come & build it.

20 Sunday Mr. Streeter preached in the Schoolhouse today twice. I went to hear him. In the evening went over to consult Fanny about taking the office I had been elected to.

21 We all went to hewing timber.

24 Dull and wet. We made out to get the hog house ready to raise.

25 Mr. Seth come over & Alfred also to help us and we put the building up before 9 without any essential difficulty. We would employ the remainder of the day in putting in floor timbers.

26 Mr. Ellis set out before sunrise & I started soon after. Went and bought 500 refuse pine boards at $10 per M. of G.H. Smith, helped load them & got Mr. Ellis started with them then went over in the South Fields, called at C. Brown's.

July 5 This being the day intended for the Celebration of Independence & I having agreed to carry Fanny down to Salem to witness the same, Mr. Ellis and William thinking of going also, we turned out early. Sir took it into his head, to be affronted about it & was not willing to let me have the Chaise, so I had to go down to the Plains after one.

October 16 Went to market to see if I could not promise some of my cider. Sold Mrs. Roach one barrel of cider, another to Dr. Prince, half a barrel to Mrs. Hill and 10 gallons to Mrs. Watson. Mr. O. has laid part of the shop floor with the plank that I bot. Mr. E. trimmed the cask that I brought home, put some hoops on to some of them. I shifted the wheels & began to load.

30 Went to market. Found the turnips dull sale, but finally got rid of them all by taking a pair of old shoes for them & the last of the Beets.

November 8 I went to picking over the Cider apples & putting them into the cart. Sir thought it best to go to digging potatoes and because I wouldn't, he got so affronted that he went to bed before breakfast, did nothing more all day. William went to Salem to work for Mr. Batchelder where he worked some last week, but he returned tonight not liking the business.

PORTER FAMILY

Residence:	Danvers, Massachusetts		
Husband:	Jonathan	b. 5/1/1763	
Wife:	Lydia	b. 3/30/1762	d. 10/30/1838
Married:	2/5/1789		
Children:	Cynthia	b. 10/24/1789	
	Lydia	b. 8/13/1791	d. 3/19/1804
	Moses	b. 5/2/1794	
	Sarah	b. 12/24/1797	
	William	b. 2/18/1806	

DIARY OF SAMANTHA BARRETT

Samantha Barrett was a 40-year-old woman living with her 81-year-old mother, Susanna, and her older sister, Zeloda. They lived on and ran an 85-acre farm in New Hartford, Connecticut.

1828

May 1 Pleasant and warm - making soap - Mr Hamlin calld - PM Loda visited Mrs Cowles - Leister came after some milk - evening read about the Greeks

3 Clouday - some rain - Loda carried four pounds ½ of butter to the store, one shilling a pound - thunder shower - raind hard - Mr Tyler, Mr Butler, Mr A Loomis, Mr Lyman - Cornelia cleared of worm - Roman and William came home - heard from Grove - evening - raind hard

6 Clouday - went to Mr Masons to borrow a trap - Abijah plowd our garden - fixd some fence - took down our hog pen - got out some manure - cut off our old cows tail - Mr Barnes workd in our garden - I went to Mr Butlers on an errand - Capt G Henderson had a barn raised - evening thundered and lightened and raind hard

10 Plesant - warped and got in a piece - Loda planted peas and beans in the garden - Capt H calld to get some squash seeds - Mr. Munson did a job for us. Eveline came from Mr Loomis, staid all night -

13 Clouday - Mother and Loda rode out - I went to the store, carried nine ½ pounds butter, nine pence per pound - bought one pound tea - had our horse shod - wove - Mr B calld - few drops of rain - a trunk pedler calld - put up some fence - evening Mrs Holcomb gone to John Hendersons wedding - I sat up till she came home 11 oclock.

15 Raind - carried Mrs Barnes bonnet home, gave her some port - went to Mr Hunts, he gave me a order of ten shillings - visited the poor families - wove - Abijah, Mr Munson calld - evening visited Mrs H-

18 Sabbath - Clouday - Loda and myself attended meeting - Mr Yale preached - classed the scholars for sabbath school - Mrs Ruth Henderson, Mrs Sarah Lord, Delia Cook asked for a letter of dismission from this church - meeting Thursday evening at the center school house -

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20 Plesant - washd - Abijah plowing potatoes ground - lost one of our sheep - Mr Hamlin calld - sold Mr Munson one of our calves for three dollars, eight weeks old - E L came to make a visit, staid all night corner stone laid to NE meeting house.

June 2 Plesant - wove some - Alonson Spence calld wishing to by our lambs - PM Mrs Barnes made us a visit - evening Mr. Hamlin calld, sold him four pounds twelve ounces pork, paid 33 cents cash - wedding at Mr. Marsh - began to make cheese

5 Clouday, very - growing time - washd and cleand our floors - Mr Barnes pold part of our peas - PM thunder shower - rain hard - A trunk pedler calld - Huldah and Loda traded with him - Roman started for Boston - sent a letter to Grove

6 Very warm weather - Mr Woodruf sheared our sheep and Mr Steel sheard Groves - borrowed some tar to Mr Munsons to mark our sheep - finished weaving Mrs Segars piece, nine yards - PM Mrs Wheeler and Laura Steel visited here - lent Laura my 3 to reed - evening constant visiter calld

7 Plesant - finished picking wool - Levi cut wood for us, paid him in pork and bread. Mr. Hamlin mended my shoes, price twenty cents - evening hard thunder shower -

11 In the morning clouday - rode to the carding machine - had my wool carded, eight pounds - Mother visited sister Loomis - spun fifteen knots - Loda went after mother - PM calld

17 Clouday and very warm - Mr Barnes cut poles and pold our beans - let him have one gallon cider, some pork and cheese - Loda rode to Calvins - showers of rain -

July 2 Plesant - finished spinning my wool, had 21 knots - washed it out - PM Mrs Holcomb and myself rode to ward lot - salted our creatures - drank tea at Capt Hendersons with the Widow Ruth and she that was Manerva Mather - evening Elmina Clark Nelson and Mr Hamlin here - sat up till most eleven

3 Very warm - Mrs Dowd very poor - spoold and warpd piece - Nath calld - PM Emeline made us a short visit - fixing for independence - went with her as far as Mr Munsons - raind - Abijah borrowed some grain of us, carried it to mill - evening Lucia Clee

8 Clouday part of the day - turned and raked hay - Mr Hamlin helped - got in two loads - Grove helped - drove our heifers to wardlot - drove our sheep home - paid Mr Hamlin in pork - raind - evening a hard thunder shower with sharp lightening - Mr Dowd staid all night

11 Raind very hard - Mr Butler calld - Mr Hamlin came for his pay for work - let him have four pounds seven of pork, three pounds butter, three of cheese - got in Mr Benhams piece - went to Mr Barnes on an errand - sun shind very warm - PM Major Johnson calld - raind - Loda rode to Mr Rogers

16 Clouday and rainey - finished weaving Mr Benhams piece, fifteen yards - Nath set a trap in our orcheard to cetch a wood chuck - PM Mr Cowles calld, let him have a quart of brandy to pay for making open shed

21 Very warm - Mr Gird came after Groves lambs, came before four, bought eleven, paid twelve dollars 37 cents - Loda rode to the carding mill, got our wool carded, returned half after eight -

31 In the morning a very hard thunder shower - lightened very sharp - clear of pleasant - Loda and myself rode to Canton, bought at Mygots one fance handkerchief, 6-9, sold two pairs of socks, four shillings - one pair thread stockings

August 15 Plesant, cool wind - wove - Nath calld - I began to cross plow - PM Margaret and the babe visited here - Mrs Holcomb a while - Mrs H. Loda and myself visited at Mr Butlers, found him sick

22 Warm weather - wove six yards and quild my quils - PM made Mrs Barnes a short visit, drank tea - evening made Mrs Holcomb a visit - Mr Hamlin there

26 To hot weather to work - wove some - cooked a wood chuck - Jason here - Grove and Jason drove red

October 2 In the morning raind - cleard of, plesant - wove - a great cattle show at Harwington, about seven hundred yoke - Mrs Steel brought me a blanket to weave - evening helped Mrs Holcomb husk

3 Plesant - wove nine yards - Mr Steel brought us some wood - Emeline came here to spin, spun two runs - paid our taxes to Henry Seymour, 5 dollars 64 cents - evening Loda and myself helped Mrs H husk - had Mr H company

10 Clouday - wove - Grove calld - Mr More and Lucian Henderson wishing to by beef chestnut - evening braided a foot mat -

11 Clouday - Loda and myself rode to Canton - sold my flannel for two and nine pence per yard - sold thirteen pair of socks, one and nine pence per pair - bought two gallons molasses, two pounds shugar, one set of knives and forks, five and six pence, two broms, some fish and one yard of mull -- raind - Cornelia went home -

22 Warm as summer - Let Mr Hamlin have three pounds pork - Had three mackeril and some money - Mr H eat breakfast, cut us some wood - Loda went to the store and to Mr Yales, got some corn -

31 Warm and plesant - wove - Mother made bread out of our new grain - evening - Loda visited Mrs Munson - I spoold Mrs Steels piece

November 11 Very warm - Abijah cut and salted our pork - let Mr Root have eighteen pounds for a pig - Mr Ballard and Aunt T and Eveline made a short visit - Lydia Rogers brought my shoes home - PM attended the monthly meeting on ministers - carried Mr Yale, a stranger, Mr Reach a piece of fresh pork - ministers preached Clark, Marsh, Pierce and two more - clouday - evening churned

13 Plesant - went to Mrs Woodruffs - spoold and warped Mrs Goodwins piece - Mr Rogers brought us a load of wood - Made us a pig pen, banked our house - let him have some pork - Mr Hotchkis mended our flue - I went to Mr Roots and got a pig - Zachariah Spencer warned us to do a high-way tax - evening Mrs Holcomb and myself went to Mr Hamlins, had his company back

17 Snowd, cold - wove nine yards - a trunk pedler calld - traded nine cents - Grove got us some wood - Julia Cowles calld - evening Grove helped cut sassage meat - staid all night - began to stable our creatures - frose in the house

19 Snowd hard - Loda rode to the store - got some pepper and spice, carried some butter to pay for them - wove out Mr Goodwins piece, 27-½ yards - filled our sassage, 45 pounds - evening Mrs H and myself went to Mr Rogers

24 Plesant and warm - washd - see a flock of wild geese - Mrs Holcomb let me have two bushels of corn to pay for an ox halve and knitting her stockins - evening knit

26 Plesant - finished Mrs Jeromes piece - Grove dressed a pig for Mrs Holcomb - Henry Seymour had a child burned today - Mr and Mrs Barnes here - evening clouday - baked our chickens pies

December 4 Warm - wove - sold Mr Smith four hundred and five pounds cheese for twenty four dollars thirty cents - Mr Hotckis came to do our chimney, took it down - traded with a trunk pedler, bought a pair of clasps to put on my cloak, gave nine pence

24 Another plesant day - carded some tow for candle wicks - knit - Loda went to Mr Hamlins - visited at Mr Loomis - Lucia calld - evening Loda watchd with Mrs Dowd

26 Plesant and warmer - made ten pounds of candles - bought one quart osters of Mr Cleveland, 16 cents - evening knit - stad with Mrs H

30 Morning plesant - Loda and myself attended Mrs Dowds funeral - Mr Yale preached - Mrs Dowd aged 38 - wind very high when we came home and continues - evening Edward Seymour brought potatoes enough to balance my account with him - I went with Huldah to Mr Masons - visited their - wind very high and very cold --

1829

January 2 Clouday - knit - Mr Barnes calld - Mrs Boot the mother of another son - Mr A Spencer and wife calld again - PM I attended the preparatory lecter Mr Yale Preached - snow very hard - very cold - evening knit - very cold night

4 Snowd - weather some warmer - evening Mrs Holcomb Mr H calld again, sold him 25 cents worth of butter, gave him some bread and milk

11 Plesant but cold - staid from meeting on account of slipry going - a traviling man calld to warm, staid untill Monday - Mr Marsh preachd - Mr N Kelloggs babe died Saturday night -

23 Plesant and warm - Knit - PM I attended a meeting for prayer and to chose a new Deacon - made choice of Capt Cook - Horace Kellogg had seven votes and Selah Woodruff six - Mr Yale made two prayers, Deacon Goodwin one, Deacon Adams one and Capt Marsh some conversation respecting the low state of the church

29 Snowd - Abijah calld going to mill - Celestia calld with a subscription paper to get money to by Mr Yale some cloth, Loda and myself signed 25 cents - PM plesant - Hulday Barnes visited here - evening knit -

BARRETT FAMILY

Residence:	New Hartford, Connecticut		
Husband:	William	b. 1743	d. 12/3/1821
Wife:	Susanna	b. 9/20/1747	d. 10/1/1831
Married:	1/3/1781		

Children:	Margaret	b. 6/9/1783	m. 2/22/1807 Abijah Loomis
	Calvin	b. 8/24/1785	
	Zeloda	b. 1786	d. 2/8/1836
	Samantha	b. 1788	d. 10/29/1830
	Ann	b. 1/1792	d. 11/1792

117

DIARY ANALYSIS SHEET

1. Fold a blank sheet of paper to make three columns.

2. Go through the diary you have been assigned and, in the first column of your paper, make a list of all the chores/jobs that Moses or Samantha did.

3. Go through each job you have listed and, in the second column of the sheet, write down male or female, depending on who you think would do the same or similar tasks on an American farm today. You may write "both" if you think that is the most appropriate answer.

4. In the third column of your sheet, write down why you think this job would be done by a man or woman and why it may have changed or not changed in the past 160 years.

5. Divide a second sheet of paper into two columns. Go through the diary again, making a list of all the jobs or services that Moses or Samantha asked or paid someone else to do.

6. Now go through the list of Moses or Samantha's tasks and write on sheet 2, column 2 all the jobs that Moses and Samantha did that you think would be done by a hired hand or some other outside worker on a farm today.

7. For homework, interview your mother or your father to find out what one or the other does in a typical week. Ask them to try and remember everything they do from the time they get up until they go to bed. Record the information they give you.

Using the information your parent has given you, write an imaginary diary for Moses or Samantha as a man or woman in the 1980s.

21. FAMILY LIFE IN THE EARLY NATIONAL PERIOD

Introduction:

Primary source materials written by young people provide an excellent basis for making comparisons and evaluating changes in lifestyles, family structure, and responsibilities. In this activity, students look at young people's diaries to draw conclusions about daily and family life.

Objectives: Students will be able to:

1. Examine the structure of family life in New England.

2. Compare and contrast this structure with the family unit of today.

Teaching Time: 3 class periods.

Materials: Copies of Handout 21-1 and 21-2 for all students.

Procedures:

Day 1

1. Distribute Handout 21-1 and have students read the selection. Ask them to answer in complete sentences the questions that accompany the reading.

2. Discuss the answers together and use the following questions to summarize the reading.

a. How was family life in New England around 1800 similar to family life today?

b. How was family life different then?

c. Why did family life change after 1830?

d. What kinds of things are happening in today's society that may cause changes in family life?

Day 2

3. Distribute Handout 21-2, "Excerpts from Young Peoples' Diaries." Have students read the excerpts and, following that, make a list classifying the basic kinds of activities of boys and girls during this time period.

Prepared by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

4. Students should keep a daily journal for about two weeks, and then, in groups, classify their activities according to their sex. The journals can be assigned ahead of this lesson, if the teacher desires, in order to make a comparison soon after the reading of the New England journals.

Day 3

5. Working in groups, students should read through their own and the sample journals, marking each instance where they do activities similar to the young people of the early national period.

6. Then, each student should write an essay of about 200 words comparing and contrasting their own journals with the New England journals. Students might indicate in the essay what technological improvements have been made to make life easier today.

120

CHANGES IN THE AMERICAN FAMILY: 1790-1840

In the years after the American Revolution, most New Englanders lived in rural communities. Families farmed 50- to 150-acre private farms and were largely self-sufficient; that is, they met many of their needs from their own crops, animals, and household production.

In a typical farm family in the early 1800s, each family member had a specific economic role. The father was the farmer, responsible for planting and harvesting. Children, and sometimes a hired hand, assisted him. In the winter, the father spent his time repairing tools and clearing land for spring planting. The mother was responsible for child care, household jobs, and keeping the diary. She made all the family's food and spun and weaved the family's clothes. Extra food or clothing could be sold or traded at the country store. Children were responsible for helping parents perform all farm chores.

During the 1830s advances in manufacturing and transportation began to change New England towns and their people. More people moved from the farm to cities, where they worked in textile mills and other small factories. Farms became more specialized, and farm families began buying more manufactured goods to meet their household needs. These new ways of making a living changed family relationships.

In manufacturing villages, the entire family would often work in the mill. Each family member would perform a different task.

Farms became more specialized to meet the needs of urban and village dwellers. New England farmers concentrated on growing one or two crops and selling these in the cities rather than on growing everything for their own needs.

As a result of this farm specialization, the roles of farm men and women changed. While men thought of what farm products would sell in distant urban markets, women concentrated on keeping the household in order and taking care of the children. Because the sale of farm goods brought in money to buy household goods, the woman's economic role became less important in the family. While farm women at this time often earned extra money by doing spinning and weaving for a nearby mill, they no longer played as important an economic role as did their husbands.

In the early period of the republic, families generally consisted of a husband, wife, and children. When a couple married, they set up a new household. Young people had to wait to get married until they could obtain land, tools, and other necessities for starting a farm.

Men and women generally married between the ages of 24 and 27. Typical farm families had an average of five to nine children, although many did not live to maturity. Children were expected to participate in family chores by the age of six. Teenagers were considered as adults in terms of family responsibilities. As children reached their teens, parents started to prepare them for adult livelihood, arranging to have them serve as apprentices or go away to school. In poorer families,

children were often indentured; that means they were sent to work for another family or a business.

As children grew up, parents often tried to provide them with some property from the family farm. Thus, by the time parents reached old age, their farm may have been reduced very much in size. Even in old age, parents almost never moved in with their adult children. The one exception to this rule was the case of a widowed father or mother, who might move in with grown children.

By the middle of the 1800s, family size and structure had begun to change. Families in the mid-1800s had far fewer children than those of 40 years earlier. For the most part, women tried hard not to have children after the age of 35. There are several reasons for this trend toward smaller families. For one thing, growing population meant that there was less land available for young couples starting farms. Parents no longer had enough land to divide among eight or nine children. Young couples decided how many children they could provide for and limited their family size accordingly.

During the 1800s, societal views of children also changed. Parents began to read about and consider the best ways to raise their children. Parents, especially mothers, began to take their jobs of parenthood more seriously. This corresponded with the new, less imporatnt, economic role of women. Because women did not have to work so hard to support the family, they could devote more time to childrearing. As men became the chief breadwinners, they took less and less role in parenting.

Similarly, the husband-wife relationship changed. More and more, women became the ones who kept the house in order and provided a peaceful haven to which the working husband could return at night to relax.

Questions for Students

Directions: Answer the questions below using the reading. Each answer must be in a complete sentence. Give supporting details.

1. What was the main occupation of men between 1790-1840?

2. What major event had just been completed by 1790?

3. If you wished to buy something imported from France at the general store, how would you have paid for it?

4. Describe in detail the kind of family you would be likely to find on a New England farm in 1790.

5. Why do you think farm families had so many children?

6. What did the farmer do during the fall and winter months?

7. Why do you think age six would be a good time to start children learning adult skills? What kind of jobs would they have had to do?

8. When did school vacations occur?

9. When were children considered to be adults? Why?

10. When are boys and girls declared to be adults in our society today? Can you guess why things are so different today? Explain.

11. Why do boys and girls spend so much time in school today? Explain how technological advancement has changed society's attitudes about education.

12. Name ten things that you can do today only if you are an adult. Explain why these rules are probably necessary.

13. How and why did the role of wife/mother change in the time between 1790 and 1840?

14. Describe some of the reasons why family size changed during this period.

EXCERPTS FROM YOUNG PEOPLE'S DIARIES

A. Diary of Pamela Brown

When she kept this diary, Pamela Brown was 20 years old. She lived at home with her parents and some of her 11 brothers and sisters in Plymouth Notch, Vermont.

December, 1835

Sat. 19th — Louisa and I finished my cloak. Mother went to Cavendish. I think some of going to Senica Carter's wedding. I made Marcia's babe a bonnet and Louisa made me one. Asa Wheeler came to hire me to teach school. I did not engage to go.

Mon. 21st. — I finished Marcia's hood; went to Dar. Carter's, etc. Father killed his beef. It weighed six hundred.

Tues. 22nd. — Went to Weston with mames Carter. It was fine weather and had a very pleasant ride. Dr. Carter and Marcia went also. In the evening attended Senica's wedding. Had an agreeable party. Saw some of the tallest ladies I have ever seen.

Wed. 23rd. — Returned home from Weston. Found Mother very tired. She had been working. We hear of a great fire in New York City which burned about eight hundred buildings on Wednesday the sixteenth.

Thurs. 24th. — Went to Capt. Wilder's and found Louisa was gone to the store to buy her silk cloak. I went from there to Marcia's and worked on Jimmy's spencer.

January, 1836

Tues. 12th. — Sewed some. Went with Dr. Carter, Thomas and Marcia to Mrs. Hale's. We had a pleasant visit. Did not get home till one o'clock.

Fri. 15th. — Streeter, Thomas, James Carter, Louisa, Susan and I went to Mr. Wooley's. In the evening there was quite a company of young people there. We have a pleasant visit. Got home about two o'clock. It was a cold blowing night. Found Mr. Orvis and his daughter are here.

Permission to use has been requested from the Bryant Foundation.

Sun. 17th. Read in the Bible some and in the "Last of the Mohicans" some. Went to Mr. Hall's to board. I expect to commence teaching school tomorrow and to have one dollar and fifty cents per week.

Mon. 18th. Commenced teaching school. Had about fifteen scholars. I think I shall have a pleasant school. In the evening Nathan read aloud "Much Ado About Nothing."

Fri. 19th. After school I called at Nathan Hall's. Mr. J. Johnson his wife and sister were there. Spend the evening reading newspapers.

Mon. 22nd. Taught school. Had about twenty scholars. Commenced boarding at Mr. Allen's.

Tues. 23rd. Taught school. Washed Mrs. Allen's dishes. Knit some, etc.

Thurs. 25th Kept school. Snowed and the wind blew very hard. In the evening Mial came in from the mill to play checkers. Knit some and played some.

Sat. 27th Taught school. Went home with Tom. Found Mrs. Carter at our house sewing. I called at Capt. Wilder's, Louisa is quite sick.

March, 1836

Mon. 7th. Was March meeting and we were expecting company. I did not keep school. Streeter, Thomas and I went to Mr. Hall's to a ball. There were thirty-five couples. We staid until about day. I danced until I was about tired of it.

Tues. 8th I kept school and was so sleepty and dull I had a very hard time of it, to keep the scholars in order. I went to Moses Hall's after school. Found Mr. James Hall and wife of Cavendish here. Went to bed as soon as dark.

April, 1836

Fri. 22nd Quilted a bed quilt. Mrs. Lakin and Mrs. Wilder and Louisa helped me.

Mon. 25th Wrote to Betsy Smith. Susan wrote to Sally Smith and Louisa wrote Sally Dix. I mended my woolen gown. It was a warm day.

Tues. 26th Sewed some. We made a barrel of soap.

Thurs. 28th — Father discovered a papule in his nose. He went to Woodstock with Nelson. Dr. Parker took it would. I sewed and Mother washed.

Fri. 29th — We quilted Susan a petticoat. Father was very low spirited. He staid in the house all day.

May, 1836

Wed. 18th — Washed and began to piece a calico quilt. Mother went to see Mrs. Conant. Louisa spent the afternoon with us. Susan made a pie.

Thurs. 19th — Went with Susan to a quilting to W. Whites.

Fri. 20th — Mother went with Dr. Carter to Woodstock. She expects to stay with Mrs. Fletcher till Sunday. I am about sick today. I took too long a walk yesterday.

Sun. 23rd — Began to tambour me a lace bag to put over silk. Mr. Green came and engaged me to teach school in his district for three months. I am to have a dollar a week and to begin next week.

Wed. 25th — Worked on my bag. Washed the woolen clothes. Mother went to see Mrs. Hall avisiting.

Thurs. 26th — Worked on my bag. Went to the store with Sally.

Fri. 27th — Finished my bag and helped quilt me a petticoat.

June, 1836

Sat. 25th — Received an invitation to go to Ludlow to Independence. Think I shall go.

Sun. 26th — Helped get breakfast and did the work. Susan and I dressed and went to meeting half of the day. Davis preached. I did not like him at all. Betsy Morgan, Mrs. C. Moore, Joel Slack and Nelson Earle came home with us at noon.

Tues. 28th — Commenced boarding at the Hostley's. Took a pair of the stockings I knit for Lake last winter and pulled out the toes and knit shorter as they were too long. A very warm day. A shower towards night.

July, 1836

Fri. 1st — I hear that Louisa is very sick indeed and that her life is not expected. I feel very anxious to see her. It is a year today since John Wilder died. Mr. Sargent is to be buried today. I cannot attend the funeral on account of my school.

Mon. 4th — Went with Nelson Earle to Ludlow. There was a celebration of our Independence. All the young people were there from this part of town and none from our neighborhood but Thomas. He carried Euridice Boynton. It rained some but upon the whole we had a pleasant time and enjoyed ourselves very well.

Wed. 20th — After school I rode home one of Mr. Headle's horses. Lakin and Dr. Carter are preparing to start for the west in the morning. Mother and all the rest are very tired.

Thurs. 21st — Father and Mother, Dr. Carter and Lake started about nine o'clock. Father and Mother are going as far as Saratoga and Nelson and Lakin are bound for Michigan. I staid and saw them start and them came back to my school.

Sun. 24th — Elmina and I laid abed very late. They had hardly got the work done before James Merrill, Joel Slack and Thomas Fletcher came in. They staid and talked and sang an hour or two. Then we all walked down to the "Five Corners" where we met Solomon Carlisle, H. Willis, the two Briggs and Charlotte Duncan. Staid there and sang a few tunes and then walked up to Mr. Pinney's. Adeline came part way home with us. When we came home Elmina and I were tired enough to go to bed and rest the rest of the day after our long walk.

September, 1836

Mon. 5th — Spun six skeins and began me a pair of stockings.

Tues. 6th — Town Meeting. Mrs. Boynton, Mrs. Weston, Mrs. Page, Mrs. Earle, Mrs. Slack and Mrs. Moore visited here. Helped Mother about the house.

Thurs. 8th — Spun two skeins and worked on my veil. Marcia and I went to the postoffice for a letter but found none.

Sun. 11th — I am twenty today. A rainy day.

October, 1836

Tues. 18th — Began a pair of blue shoes for me to wear to the ball. After worked about the house.

Wed. 19th — Twisted some and helped Mother to do the work. Went to Mr. Conant's. Helped them some about packing their things for Michigan. Their whole family stay here tonight.

Thurs. 20th — Mr. Conant and family commenced their journey. Rained very hard all the forenoon. Susan and I went to the ball.

Fri. 21st — Returned home a little after light. We had an excellent ball. Susan and I lay a-bed most of the day but Thomas went to digging potatoes. I believe, however, he would have liked well to have staid a-bed.

Thurs. 27th — Our friends this morning to commence their respective journeys. I spooled yard as yesterday. Mial called and gave Susan and I an invitation to ride with him to the singing school Saturday. I think we will go.

Sat. 29th — Commenced making me a muslin cape. Susan and I went with Mial to the singing school. The house was crowding full. Had a good time and returned home about ten o'clock. Mial leaves tomorrow for New York.

November, 1836

Fri. 4th — Mrs. Moore and I called at Mrs. Kimball's and at Mrs. Hubbards' bout ten o'clock. Mrs. Slack went with us to Mr. Earle's where we staid till most night when we returned home. Had one of the best visits I ever had in my life. We have received a letter in my absence from brother James. He writes sister Sally had a son born the 12th, of October, and that Father and Dr. Carter will start for home in a few days.

Sun. 6th — Mr. Johnson preached at the schoolhouse. Thomas, Marcia and Susan attended but as I had the toothache I staid at home and read Hamlet. Mrs. Moore came home with the girls after meeting and took tea with us. Mrs. Beadell and her children were here most of the day.

Tues. 8th — Worked about the house some, etc. Mother, Marcia and Susan went to Mr. Beadell's to a quilting. There was a Town meeting at the schoolhouse. Joel Slack and Nelson Earle came home with Thomas and took tea with us.

Wed. 9th — Prepared my clothes to go to a party to Mr. Earle's tonight. Old Mrs. Lynds died today. Father returned from his journey to Michigan about two o'clock this afternoon.

Wed. 16th — Wrote to Lephia. Sewed, etc. Two years since I returned from Michigan.

Thurs. 17th — Worked about house and sewed some. Thomas, Susan and I went to an evening party at Cephus Moore's.

Sat. 19th — Sewed, etc. Susan and I made an evening visit at Thomas Moore's. Addison and Clarissa Pollard with their cousin Ruth Felt were here.

December, 1836

Fri. 30th — I hear they have a party at Capt. Wilder's and as I have no invitation I hope Thomas and Susan will not go. Taught school and knit, etc.

Sat. 31st — Moses Hall carried me home after school. Father and Mother, also Dr. Carter and Marcia have gone today to Cavendish. Mr. Doton is boarding at our house. I like his appearance very well.

BROWN FAMILY

Husband:	Thomas Page	b. 1779		
Wife:	Sally Parker	b. 1782		
Married:				
Children:	Betsy	b.	m.	James Smith, before 1832
	Sally Experience	b. 1807	m.	John Dix, 1835
	Ebenezar Laking	b. 1809		
	Lephia	b. 1811	m.	Asa Briggs Brown, 1832
	Thomas	b. 1812	m.	Salley Woolley
	Marcia	b. 1815	m.	Dr. Horatio Nelson Carter, 1832
	Pamela	b. 1816	m.	Dr. Nathan Thomas, 1840
	Joseph	b. 1819	d.	1828
	Susan	b. 1821		
	James	b. 1824		
	George	b. 1829		

B. Diary of John Morris

Morris was 15 years old when he kept a diary about living on his family farm in rural Massachusetts.

1820 March

Monday 11	Went to school. Practiced reading.
Thursday 14	No school to day. Did chores on farm.
Friday 15	Went to school. Studies arithmetic.
Saturday 16	Went to school this morning. School out at 12.
Sunday 17	Staid to home all day.
Monday 18	Went to school.
Tuesday 19	Went to school.
Wednesday 20	Went to school all day.
Thursday 21	Studies arithemetic at school.
Friday 22	Studies book keeping at school.
Saturday 23	Went to school in the forenoon.
Sunday 24	Went to church Dr. Clapp preached.
Monday 25	Studies book keeping all day.
Tuesday 26	Studies book keeping all day.
Wednesday 27	Went to school in the morning. Traveled to Boston to visit relatives in afternoon.
Thursday 28	Went to school all day.
Friday 29	Worked on the farm all day. Did not go to school.
Saturday 30	Went to school AM staid to home PM.
Sunday 31	Went to church all day.

This fictionalized diary is based on real first-hand accounts of New England farm children.

April

Monday 1	Went to school all day.
Tuesday 2	Went to school all day.
Wednesday 3	Staid to home and sowed seeds for summer crops.
Thursday 4	Went to church all day.
Friday 5	AM went to school PM staid to home and planted potatoes.
Saturday 6	Planted all day.
Sunday 7	Went to church.
Monday 8	Worked on the farm and went to school.
Tuesday 9	Staid home from school and helped break up land.
Wednesday 10	Went to school all day.
Thursday 11	Staid to home all day and worked on spring planting.
Friday 12	Worked on farm all day.
Saturday 13	Staid to home all day to work.
Sunday 14	Went to church.
Monday 15	AM went to school PM worked on farm.
Tuesday 16	AM went to school PM worked on farm.
Wednesday 18	AM went to school PM worked on farm.
Thrusday 18	AM went to school PM worked on farm.
Friday 19	Sick all day.
Saturday 20	Traveled to Boston to get supplies.
Sunday 21	Went to Church.
Monday 22	Worked at home all day.
Tuesday 23	Fixed the front yard at home all day.
Wednesday 24	Went to school all day.
Thursday 25	Worked on the farm and in the front yard.

Friday 26	Worked on the farm all day.
Saturday 27	Worked on the farm all day.
Sunday 28	Went to Church.
Monday 29	Worked on the farm and the garden.
Tuesday 30	Went to school.

22. THE GROWTH OF THE AMERICAN ECONOMY, 1783-1830

Introduction:

This activity is designed to give an overview of the American economy between 1783 and 1830 and to give students background information on its development. This information will enable them to deal with the economic aspects of the cultural universals chart introduced in Activity 1. It should also contribute to their knowledge of chart reading, understanding cause and effect, and the development of transportation during this period.

Objectives: Students will be able to:

1. Describe America's economic system as a market economy.
2. Show the economic growth of the period.
3. Relate technology to economic growth.
4. Develop an economic time line.
5. Draw conclusions from the use of more than one source.
6. Interpret a chart.

Teaching Time: 2 to 3 class periods.

Materials: Copies of Handout 22-1 and 22-2 for all students; timeline materials: string, 3 x 5 cards, paper clips, construction paper; teacher background information.

Procedure:

Day 1

1. Before students enter class on the first day, remove or put out of commission 10 desks. As students come to class, several will be without seats. Use this situation to illustrate the concept of economic scarcity. Ask students who have seats how they feel about the shortage, then ask those standing. Relate scarcity and shortages to today's economy. How do people with jobs feel about today's economy and how do those without jobs feel? Use other examples of scarcity.

Examples:

a. A popular rock group is coming to town but is sold out. How could you get tickets? How would scarcity affect the price of the tickets?

Prepared by Joyce A. Thompson, Milwaukee (Wisconsin) Public Schools.

b. How does the shortage of gasoline affect prices?

c. Florida's orange crop is destroyed by bad weather. What will happen? Why?

d. What generalization can we make about the affect of scarcity on prices? (Prices increase - inflation)

2. Put the following definitions on the chalkboard and discuss each:

a. MARKET ECONOMY - (Capitalism) An economic system in which the major industries are owned and operated by private individuals and businesses. Capitalism works through a market system, where individuals and businesses make decisions about buying, selling, producing, and pricing according to what they think will be best for them. (Compare this with a Planned Economy.)

b. ECONOMIC GROWTH - Economic growth is measured by the GNP or Gross National Product, which is the money value of all final products, goods, and services produced during a year. By computing the GNP each year and finding out if the total sum of products, goods, and services rose in a given year, economic growth can be determined.

3. Using the teacher background information, introduce the topic to the class. Discuss as you go along.

Day 2

4. Review the material covered the previous day. Then distribute Handout 22-1 and allow students to complete the assignment and make corrections in class.

5. Distribute Handout 22-2, "Timeline Worksheet." Assign this as homework. Instruct students to use lecture information, the previous worksheet, their textbook, and any other materials at hand to complete the assignment for the next day.

Day 3

6. Prior to class on Day 3, prepare construction paper by cutting it in long rectangular strips. Holes should be punched in the tops of the notecards and paper clips attached for hanging them on the string. Write a date from Handout 22-2 on each card in large numbers.

7. Stretch the string across the front of the chalkboard.

8. Teacher and class together will work on the construction of the BIG time line.

Teacher Background Information: Outline for the Introductory Discussion of the Economy 1783-1830.

I. Before the American Revolution

A. British interference with colonial trade

1. Passed laws prohibiting the export of certain colonial goods
2. Taxation without representation

B. Unfavorable balance of trade

II. After the Revolution

A. Articles of Confederation economically weak

1. No common currency
2. No national bank
3. No standard tariff policy
4. No way to regulate trade among the states

B. Post-War economic depression; Shortage of money--gold and silver--to repay debts

C. Shays' Rebellion

1. Farmers unable to pay debts threatened to disrupt courts

2. Showed the need for a stronger national government

III. The Constitution

A. Hamilton's Plan

1. Pay debts to gain respect and credit
2. Protective tariff
3. Excise tax
4. National bank
5. Coin money

B. Whiskey Rebellion

1. Against the excise tax
2. Proved that the new government was strong enough to enforce its laws

IV. Jefferson embargo during the European Wars between England and France

A. Seizure of American ships by both England and France hurt the American economy

B. Embargo encouraged the American economy

1. Protected against foreign competition
2. Created a need for goods that would ordinarily have come from Europe

V. Louisiana Purchase

A. Spain revoked the right of deposit in New Orleans to Americans

B. Jefferson tries to buy New Orleans from France; Napoleon sells all of Louisiana

C. U.S. doubles its size and economic potential

VI. War of 1812 between the U.S. and Great Britain increased American manufacturing

VII. Tariffs of 1816 and 1824

A. Tax imports to help make American goods more attractive to the consumer

B. Unpopular in the South

VIII. Technological improvements

A. Inventions

1. 1807 Steamboat Fulton's Clermont
2. 1793 Cotton gin
3. 1820's steam-powered locomotive
4. Growth of factories - First cotton mill 1813
   a. Many early factories failed due to the scarcity of hands, dearness of labor, and want of capital
   b. Growth of cities
   c. Shortage of labor provided a strong incentive for using machinery

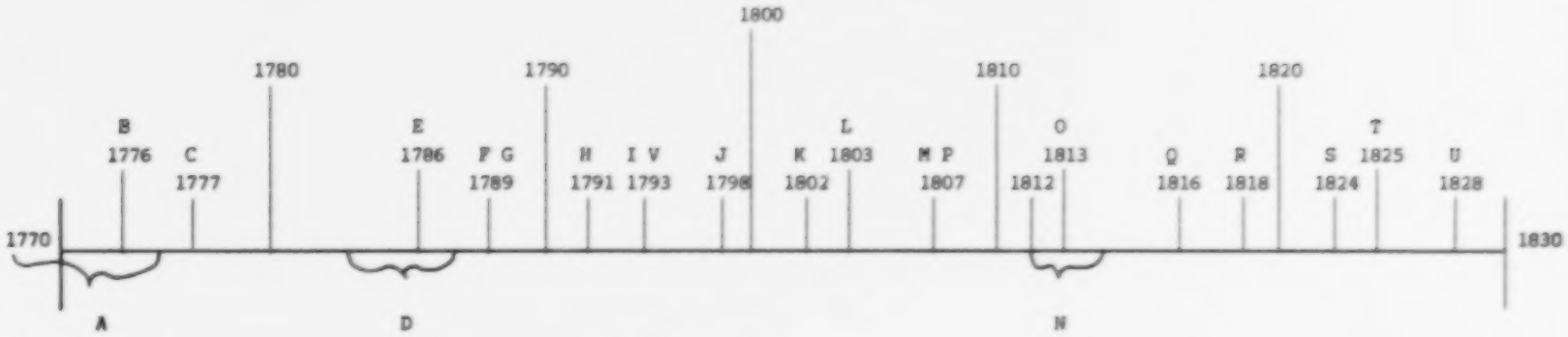
B. Internal improvements - economic growth

1. National road completed 1818
2. Turnpikes
3. Erie Canal completed in 1825
4. Railroads begin 1828
5. First trans-Atlantic Packet 1818
6. Private investors responsible for internal improvements more than the federal government

CAUSE/EFFECT WORKSHEET

1. Because the British interfered with colonial trade and imposed unpopular taxes _____	In 1776 the colonists declared _____
2. Because our first plan of gov't, the _____, was too weak to rule the nation...	In 1789 the new _____ was adopted as the Supreme Law of the Land
3. Because of the economic depression following the American Revolution ...	A Massachusetts farmer _____ organized a band of farmers to interrupt court sessions
4. Because of Shays' Rebellion and other internal problems ...	It was decided that a strong _____ was needed
5. Because the United States needed to be on a sound financial base ...	Alexander Hamilton proposed a _____
6. Hamilton knew that the country needed money to operate so _____ taxes were placed on certain items, such as liquor and...	Pennsylvania farmers took part in the _____ and refused to pay the tax
7. Many goods were scarce in Europe due to the war between England and France ...	This scarcity added to the economic _____of America
8. When Spain took away the Americans' 'right of deposit' at the port of New Orleans ...	Jefferson attempted to purchase New Orleans from France but ended up buying all of _____
9. Because American sailors were being impressed and the British ship Leopard boarded and hanged so-called deserters aboard the American ship Chesapeake ...	Jefferson imposed an _____ or a total cut off of American trade
10. Because the United States was no longer legally trading with _____or_____ ...	The _____ maritime enterprise was stimulated
11. Because expansionists in America called _____ wanted Canada, they encouraged Americans in their anger at the British for influencing Indians on the frontier, impressing sailors, and the Chesapeake-Leopard Affaire and ...	The War of _____ was fought
12. To try to stimulate industry in the United States ...	The tariffs of _____ and _____ were passed

THE ECONOMY AND THE ECONOMIC GROWTH IN AMERICA



Place a letter from the timeline above in the space in front of each of the events listed below.

_____1. The Erie Canal was completed

_____2. The War of 1812

_____3. The First Bank of the U.S.

_____4. The Northwest Ordinance

_____5. The Beginning of Wars in Europe

_____6. The Louisiana Purchase

_____7. Tariff of 1816

_____8. Invention of the Steamboat

_____9. The Whiskey Rebellion

_____10. Interference with Colonial Trade

_____11. The First Cotton Mill

_____12. Shays' Rebellion

_____13. The Jefferson Embargo

_____14. An Economic Depression

_____15. The National Road was completed

_____16. Articles of Confederation were adopted

_____17. The Colonies declare independence

_____18. Tariff of 1824

_____19. Beginning of railroads

_____20. The Constitution is approved

_____21. Invention of the cotton gin

_____22. Spain closes the Port of New Orleans to American trade

23. INDENTURES AND APPRENTICESHIPS: OCCUPATION

Introduction:

In this activity, students are introduced to some occupations of the early national period.

Objectives: Students will be able to:

1. Recognize some of the occupations in which people might have been employed in early America.

2. Translate information gained into chart form.

Teaching Time: 1 class period.

Materials: Copies of Handout 23-1 and 23-2 for all students; assorted reference books on occupations in the United States before the Civil War. Recommended sources are:

Anderson, Clat, et al., The Craftsman in America (Washington, DC: National Geographic Society, 1975).

Faust, Patricia L., Living in Colonial America (Washington, DC: National Parks Visitors' Series, nd).

Fennelly, Catherine, The New England Village Scene, 1800 (Old Sturbridge Village, MA: Old Sturbridge Village Booklet Series, 1976).

Procedure:

1. Distribute copies of Handout 23-1 to the students in the class. Have the students research each of the occupations on the chart, either individually or in groups.

2. Through class discussion, answer the following questions:

a. What were some of the occupations in which people were employed in early America?

b. Why were some occupations more important to a community than others?

c. What occupations of the early American period no longer exist? Why?

d. Which of the occupations listed required an apprenticeship? Why?

Prepared by Joyce Thompson, Milwaukee (Wisconsin) Public Schools.

3. (Optional) While students complete the activity as directed above, write out the names of the occupations on 3 x 5 cards. Divide the class into two groups. The students should be given the cards one at a time, with instructions that they may have five questions to decide the occupation of the card holder. Questions should be worded so that the answers will be yes or no. Points may be awarded for correct answers. Teachers might want to add other occupations to expand the chart.

4. Have students complete Handout 23-2 as homework. As homework, students could also look for illustrations of particular jobs and draw a large poster or a mural depicting occupations in early America for display in the classroom.

OCCUPATIONS CHART

Directions: Write out a definition for each occupation on the chart. Find a picture of one of the occupations.

Cabinetmaker

Cooper

Cordwainer

Farrier

Milliner

Pewterer

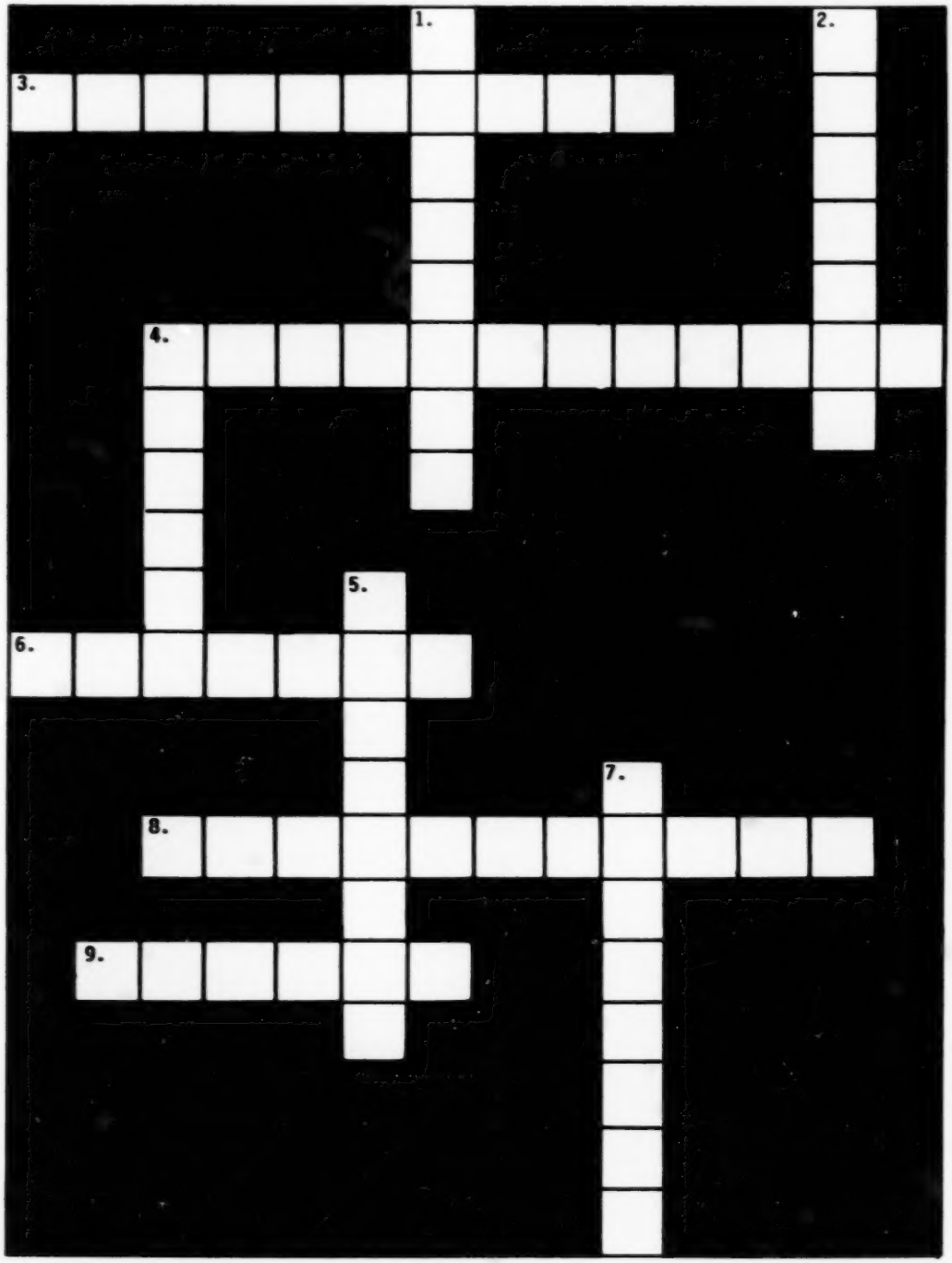
Printer

Tanner

Tinsmith

Wheelwright

OCCUPATIONS CROSSWORD



ACROSS

3. An early term for a shoemaker
4. A woodworker who makes fine cabinets
6. A blacksmith who shoes horses
8. A man who makes or repairs wheels or wheeled vehicles
9. One who tans hides

DOWN

1. One who designs, trims, makes, or sells women's hats
2. A person who reproduces the written word in print form
4. One who makes or repairs barrels
5. One who works with pewter--a mixture of tin, copper, and lead
7. One who works with tin-plated sheetmetal

144

24. INDENTURES AND APPRENTICESHIPS: CONTRACTS

Introduction:

Servants were often brought to America from Europe through the indenture system. This activity will help students recognize the servant-master relationship of the indenture system through an analysis of three indenture contracts (two from the southern colonies and one from New England) of the colonial and early national periods. Under this system, a person signed a contract promising to provide a certain length of service in return for passage to America. Often these contracts were made by the individuals' parents and were beyond their control.

Objectives: Students will be able to:

1. Identify the parts of a contract.

2. Analyze typical contracts of the colonial and early national periods.

3. Create a contract typical of contemporary labor relations.

Teaching Time: 1 or 2 class periods.

Materials: Copies of Handouts 24-1, 24-2, and 24-3 (optional) for all students.

Procedure:

Day 1

1. Explain how and why the indenture system arose: poor individuals entered into a contract promising to provide a certain length of service in exchange for passage to America or room and board. Often parents signed their children into indenture, over which the children had no control.

2. Distribute copies of Handout 24-1, or write the parts of a contract on the chalkboard.

3. Distribute Handout 24-2 to the students. Divide the students into groups of three or four. Have the students read the contracts and then answer the following questions:

   a. Who were the parties in each of the contracts?

   b. What did each party in the contract promise to do?

   c. Were all of the parts of a contract present? If your answer is no, what parts were missing?

Prepared by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

Day 2

4. Have the students make a list of jobs that require a contract today. Have the students answer these questions:

a. Why are job contracts not arranged by individuals in most jobs today?

b. Are any jobs still agreed to by an individual and an employer today? Give an example.

5. Have the students write a contract between an imaginary employer and themselves.

6. Have the students bring in current newspaper articles that deal with contracts. Have some of the students prepare a bulletin board display on contracts.

7. (Optional) Handout 24-3 may be distributed to have students consider the differences between apprenticeship and indenture.

THE SEVEN PARTS OF A CONTRACT

A contract is a promise made by two or more people in which each person agrees to do or not to do something.

Seven things make up a legal contract:

1. One person must make an offer and the other person must accept.

2. All parties must understand each other and the agreement.

3. Something of value must pass between the parties to show they mean business.

4. Everyone must understand what they are doing.

5. The agreement must not be against the law.

6. The agreement must be serious and not a joke. The parties must really mean to make an agreement.

7. Important contracts must be in writing. They should be read and studied carefully before signing.

INDENTURE CONTRACTS

Charles County, Maryland, 1667*

Ordered that the youngest daughter of Arthur Turner lately deceased about a month old be put out to George Taylor's wife Susannah Taylor, who is to nurse the same and to find it all necessaries for clothing, diet, etc. and to be allowed one thousand six hundred pounds of tobacco per year for the same in the manner as follows.

Hear, that if the child dies anytime within half a year, then the allowance to be but for half a year and if the child dies anytime within a year after the first half year then she is to have the whole yearly allowance....

Kent County, Maryland, 1668*

Be it known unto all men that I John Dabb of the Island of Kent for due good causes and considerations...do bind over my daughter Sarah Dabb unto Mr. Morgan Williams and his wife for and during the term of four years to serve them in such occasion as they shall require and in consideration whereof the said Williams is to find her meat, drink, washing and lodging, and cloth for the true performance of the promises....

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* Paraphrased from the original text as it appeared in Donald M. Scott and Bernard Wishy, eds., America's Family: A Documentary History (New York: Harper and Row Publishers, 1982), p. 161.

Indenture of Susan Abbott**

This indenture witnesseth that we councilmen of the Town of Litchfield in the state of Connecticut, in New England: Do establish and bind unto Richard Simmons of said Litchfield, Susan Abbott (daughter of Daniel Abbott of said Litchfield deceased) with Richard Simmons to live and serve as an apprentice, from today until that time when she shall reach the age of eighteen years which (if she lives) will be March 3rd 1804. During her apprenticeship, her said master shall faithfully serve, and cheerfully obey his lawfull commands. She shall not do any harm to her master or any of his properties nor take part in any unlawful games, nor contract herself in matrimony; nor buy or sell, nor leave master's business, without his consent. I Richard Simmons accept this apprentice and do for my part promise to fulfill the part of a faithful master by providing for the apprentice food, drink, clothing, washing, lodging, in sickness and health during the entire term of apprenticeship. I also vow to said apprentice to read and write and to instruct her in the trade of seamstressing. At the end of the apprentice term, I will dismiss said with a suit of clothes for working and another suit for special days; and fifty dollars pocket money. Each of the aforementioned persons binds himself by these conditions--in witness whereof we have set our hands and seals this 1st day of January 1792.

Witnesses:

Jonathan Parker

Joshua Solomon

Joseph Starkins

Benjamin Clubb

Richard Simmons

**This fictionalized indenture contract is based on factual material and conditions presented in actual indenture documents of Abigail Babcock and Henry Whitney (Sturbridge, MA: Old Sturbridge Village Museum Education).

HORACE GREELEY'S APPRENTICESHIP

Poultney was a capital place to serve an apprenticeship. However, the organization and management of our establishment were vicious; for an apprentice should have one master; while I had a series of them, and often two or three at once. First, our editor left us; next, the company broke up or broke down, as any one might have known it would; and a mercantile firm in the village became owners and managers of the concern; and so we had a succession of editors and of printers. These changes enabled me to demand and receive a more liberal allowance for the later years of my apprenticeship; but the office was too laxly ruled for the most part, and, as to instruction, every one had perfect liberty to learn whatever he could. In fact, as but two, or at most three, persons were employed in the printing department, it would have puzzled an apprentice to avoid a practical knowledge of whatever was done there. I had not been there a year before my hands were blistered and my back lamed by working off the very considerable edition of the paper on an old-fashioned, two-pull Ramage (wooden) press,--a task beyond my boyish strength,--and I can scarcely recall a day wherein we were not hurried by our work. I would not imply that I worked too hard; yet I think few apprentices work more steadily and faithfully than I did throughout the four years and over of my stay in Poultney. While I lived at home I had always been allowed a day's fishing, at least once a month in Spring and Summer, and I once went hunting; but I never fished, nor hunted, nor attended a dance, nor any sort of party or fandango, in Poultney. I doubt that I even played a game of ball.

Yet I was ever considerately and even kindly treated by those in authority over me; and I believe I generally merited and enjoyed their confidence and good-will. Very seldom was a word of reproach or dissatisfaction addressed to me by one of them. Though I worked diligently, I found much time for reading. They say that apprenticeship is distasteful to, and out of fashion with, the boys of our day; if so, I regret it for their sakes. To the youth who asks, "How shall I obtaim an education?" I would answer, "Learn a trade of a good master." I hold firmly that most boys may thus better acquire the knowledge they need than by spending four years in college.

From Recollections of a Busy Life, by Horace Greeley (New York: 1869).

25. FASHION IN THE EARLY NATIONAL PERIOD

Introduction:

Students examine pictures of costumes from various occupations during the early national period and note differences. They examine the Puritan and Quaker styles of dress and compare those to the way others in that same time period dressed.

Objectives: Students will be able to:

1. Identify various fashion styles of the early national period relating to occupation, religion, and ordinary dress of the citizens.

2. Explain the purpose/function of various styles of dress in the early national period.

Teaching Time: 1 or 2 class periods.

Materials: Pictures of various clothing styles duplicated from books will do. A collection of 20 pictures is recommended for this activity. Each picture should be marked as to year, period, or era. Recommended resources are:

Copeland, Peter F., Working Dress in Colonial and Revolutionary America (Westport, CT: Greenwood Press, 1977).

Sichel, Marion, Costume References: Jacobean, Stuart, and Restoration (Boston: Plays, Inc., 1977).

Sichel, Marion, Costume Reference: The Eighteenth Century (Boston: Plays, Inc., 1977).

Warwick, Edward, Henry C. Pitz, and Alexander Wyckoff, Early American Dress (New York: Benjamin Blum, 1965).

Wilcox, R. Turner, Five Centuries of American Costume (New York: Charles Scribner's Sons, 1963).

Procedure:

1. Divide the class into groups of four or five. Provide each group with a set of pictures or books with pictures marked. Tell groups to examine their sets of pictures and analyze the clothing as follows:

   a. Focus on either men's or women's dress. How does this dress differ in the pictures?

   b. Why does clothing change?

Prepared by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

c. How does your occupation affect the way you dress?

d. What are some things that influence clothing styles?

e. How is history reflected in the way people dress?

2. Assign students to write a page explaining how dress-style would identify various occupations, religions, lifestyles, etc. and explain what style changes occurred between 1780 and 1830.

Alternative Procedure:

1. Divide students into groups of four or five. Assign each group to research costumes from one of the following periods: Puritan Period (17th century); Colonial Period (18th century); or Early National Period (early 19th century). Men, women, and children should be researched as well as the clothing worn in various occupations. Wigs and hairstyles of the time should be included. Please notice that the children's clothing was usually just like the adults' clothing since they were viewed as "miniature" adults, and babies' clothing was the same for boys and girls. It is recommended that the teacher complete a set of resources in advance.

2. Have students draw figures (3" to 5") in costume and place them on a time line to demonstrate how clothing changed between the 1600s and 1800s. Each student within a group should focus on one type of clothing: men, women, children, or a specific occupation.

3. The time line should be discussed with the class using the following questions:

a. Why does clothing change?

b. How does your occupation affect the way you dress?

c. What are some things that influence clothing styles?

d. How is history reflected in the way people dress?

4. (Optional) Have students apply their knowledge by designing clothing of the future that reflects the wearer's occupation, lifestyle, and environment. Students may either present their drawings and explain the purpose of the pieces they design or play a guessing game asking the entire class or groups to guess who would wear these clothes.

26. SCHOOL IN THE EARLY 19th CENTURY

Introduction:

Students read about and discuss schools of the early 1800s.

Objectives: Students will be able to:

1. Analyze the school as it existed in the early 1800s.

2. Compare and contrast school structure and procedures with the schools of today.

Teaching Time: 1 class period.

Materials: Copies of Handout 26-1 for all students.

Procedure:

1. Distribute Handout 26-1. The class should read and answer the questions included with the reading.

2. When everyone has completed the reading, hold a class discussion, answering each question. Emphasize the following questions:

   a. How do schools reflect society?

   b. Where did children learn their occupations?

   c. Were boys and girls educated in the same way? Explain your answer.

   d. Would a child have received a "quality" education in these early schools?

2. Using the paragraph that describes the school, have students draw the classroom as it is described, labeling the various features.

3. Arrange your classroom as closely as possible after the early school room described in the reading. Follow rules and procedures outlined in the reading for a portion of the class period.

4. Discuss, or have students write, whether this type of schoolroom was a good idea or not. They must give specific reasons for their point of view.

Prepared by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

THE DISTRICT SCHOOL IN THE EARLY 1800s*

In the early 1800s, most New England children attended public, town, or district schools. Generally these schools conducted three-month sessions in the summer and winter, allowing students time off in the spring and fall to help their families with planting and harvesting on the farm.

Generally, the school house was situated in the center of the district so that all residents would have equal access to the school.

As one entered the school, there was a small hallway often stocked with dry pine wood for making fires in the winter. On the left side of the hallway was the door leading into the one large classroom. The classroom measured about 20 feet by 10 feet. At one end of the room were seats and writing benches; at the other end, on a raised platform, was the teacher's desk. On the right side of the room the fireplace was located, as was a cloakroom. The cloakroom doubled as a punishment room when necessary. Through the rest of the room, rows of writing benches and log seats were located. Students were seated according to age, with the youngest near the teacher and the oldest at the back of the room.

The schoolroom was not a comfortable place. Students had no room on the writing benches to rest hands and arms. In winter, the roaring fire roasted those sitting near it, while those students far away huddled to keep warm.

The school mistress was very strict; students were to sit perfectly still. Common punishments for unruly or preoccupied students included ear twisting or a ruler snap on the head. Twice a day, in the morning and afternoon, students were allowed a five-minute recess, which had to be conducted quietly.

A good part of the school day was spent on reading aloud, or "reciting." Students were graded on speed and pronunciation, rather than on their understanding of the material. Beginning at the age of nine, students began learning to write. At 12, they began studying arithmetic, which was considered the most important subject for anyone wanting to enter a business occupation. At the end of each year, students were given an examination conducted by the town minister and the teacher.

Questions for Students

1. What can reading about education in the early 1800s tell us about American society at that time?

2. How long did a year's schooling last? Why?

3. If you were the oldest boy in the class, where would you have sat?

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*Based on The School District As It Was, by Warren Burton (Boston: 1835).

4. What two purposes did the closet serve?

5. Were these early schools comfortable places to learn? Why or why not?

6. What do you think about the quality of education one would have received in these early schools?

7. If you were in this class and misbehaved, what kind of punishments would you have received?

8. Name some of the things for which a child would have been punished.

9. Would these kinds of behaviors be punished today? Would the punishments be similar? Describe the punishments common in your classroom.

10. What rule was the most important rule in this class?

11. How was all the classwork (reading, spelling, etc.) to be mastered by the students? Did this help them understand what they learned? Why?

12. What was the most important subject in school? For whom was it the most important subject? Why?

13. How is math viewed in school today? Does your sex matter? Why do you think society views this matter differently today? Explain.

27. USING FOLK SONGS TO TEACH ABOUT SLAVERY

Introduction:

Having students sing folk songs from the slavery period is one way to help them understand and feel the inhumanity, anguish, and bitterness engendered by this institution. Students also learn by hearing accounts of what life under slavery was like. In this activity, students read background information on slavery by Frederick Douglass and then examine and sing three slave spirituals.

Objectives: Students will be able to:

1. Recognize aspects of everyday life of black slaves in the antebellum south.

2. Describe the lives of slaves and imagine how blacks felt about slavery.

3. Appreciate the role of artforms, in this case music, in expressing people's hopes, needs, concerns, and values.

Teaching Time: 1 class period.

Materials: Copies of Handouts 27-1 and 27-2 for all students; an account of the life of a slave. Some recommended resources are:

Douglass, Frederick, Narrative of the Life of Frederick Douglass, (Cambridge, MA: Harvard University Press, 1961).

Yatman, Norman R., Life Under the Peculiar Institution: Selections from the Slave Narrative Collection (New York: Holt, Rinehart and Winston, Inc., 1980).

Additional resources for slave songs are: John Anthony Scott, ed., The Ballad of America: The History of the United States in Song and Story (Carbondale, IL: Southern Illinois University Press, 1983); and Dana J. Epstein, Sinful Tunes and Spirituals: Black Folk Music to the Civil War (Urbana, IL: University of Illinois Press, 1977).

Procedure:

1. Introduce the idea of songs as a way of expressing human feeling. Ask students to name a song that makes them feel happy or sad. Have students talk about how songs elicit their emotions and about what information they can learn from songs.

Based on a lesson by Lucille Layton, Norwalk (Connecticut) Public Schools.

2. Explain that songs and music played a very important role in the lives of black slaves in the United States. Have students speculate about why songs might have been so important to the slaves. What might they expect slave songs to be about?

3. Read a brief account of slave life to the students. Take this from one of the suggested readings.

4. Distribute copies of Handout 27-1, "The Meaning of Songs as Told by an Ex-Slave," and read and discuss it with the class.

5. Distribute copies of Handout 27-2 and lead children in the singing of these songs.

6. Have students brainstorm a list of adjectives to describe the feeling of these songs: happy, sad, hopeful, depressed, optimistic, etc. Have students think about the feeling evoked by the music and the actual words as they brainstorm.

7. As a debriefing exercise, have students go around the room telling what theme they would write about if they had to write a song about their lives. Alternately, have each student write a brief essay about a song that is very important or meaningful to them.

Teacher Background Information:

Music played an important role in the lives of American slaves. Their songs and music contributed greatly to forms of American music.

Slave traders often used music and forced dancing as a means of exercising slaves cooped up in Coastal African barracoons or brought to the deck from the steamy holds of slave ships. Occasionally African musical instruments were taken aboard the ships to provide a beat for the involuntary dances.

Very little is known about slave music in the mainland colonies in the 17th and early 18th centuries. There may have been a few surviving African intruments or, more likely, American-made replicas.

The slaves sang to pass the time and set a rhythm for certain repetitive tasks like rowing or pounding a pestle. For the first century after 1619, there were so few Africans, and they were so intermixed with white indentured servants, that much subtle, unconscious interchange of musical styles and songs probably occurred. Perhaps it was during this period that numerous slaves adapted the European fiddle to their own purpose. They learned many traditional English ballads and lively folk dances. This enabled black musicians to perform at white dances, parties, and weddings.

Background information prepared by Marie Lofgren, San Juan (California) Unified Schools. Based on John B. Boles, Black Southerners 1619-1869 (Lexington, KY: University of Kentucky Press, 1984).

Whites recognized the importance of music to the blacks and seldom interfered with slaves' singing or making music. Horns and drums were usually outlawed because they could conceivably be used to send messages about a planned slave uprising, but less "harmful" black music was accepted. Planters realized that contented slaves were less troublesome and more productive. They would not object if singing and musical entertainment in the slave quarters helped relieve the tensions and fatigue of the workday.

The majority of songs that have survived are spirituals. The spiritual meant far more to the slaves than the name implies. Spirituals were not only devotional songs for church and other solemn occasions. Spirituals were also sung as laments, work songs in the fields and mills, rowing or hauling songs, war songs, lullabies, and the sacred dance known as the "shout" and funeral dirges. Spirituals were sung with endless variations of style and tempo depending on the occasion.

Slaves had a larger repertoire of song types than many "proper" observers noted, in part because slaves themselves apparently censored what they let whites hear. From at least the 18th century on, there had been secular slave songs with lyrics that were sarcastic, satiric (often directed at their masters), and even bawdy. Work songs varied with the occupation; the tempo and lyric were appropriate to the occasion. Boating songs, for example, had a slow, regular beat to which the oars were dipped, while the songs performed when shucking corn were frollicking and secular, probably because of the good times always associated with the harvest event.

Music is a superb social medicine, soothing tired muscles and raw nerves, driving away for a moment resentments and frustrations. Slave mothers, like all other mothers, sang songs to soothe their babies. When the blacks were not allowed to use drums, they tapped sticks together or against the door jamb, clicked spoons and bones, tapped their feet or clapped their hands together against their thighs or shoulders ("Patting juba") in time with music.

Every neighborhood seemed to have one accomplished black fiddler who was appreciated as much by the white community as by the black. They were in great demand to play at balls and parties held by the plantation owner, and no dance or corn husking was held without the slave musicians. The slave instrumentalists contracted to play at balls, weddings, socials, and barn dances for a fee, which they usually divided with their master.

Most of the slave music was communal and improvised. There was little solo singing. The group sang together, sometimes in response to a leader who lined out the verses (particularly when the song was a white-influenced religious song) and other times singing the chorus after verses sung by the leader. Group singing was one way that the black community merged, with the individual drawn into identification with the group.

It is difficult to explain the exact manner in which folk musical styles blend with each other and enter the musical mainstream. The rhythmic complexity associated with Africa, along with the banjo and various rhythm instruments like the tambourine, became a part of the larger culture's musical tradition. Hand clapping in accompaniment to music may well have been a slave contribution, and fast-stepping dances like the jig probably represented an adaptation of African styles. The cakewalk of the slave may have been a caricature of more sedate, aristocratic white dances.

THE MEANING OF SONGS AS TOLD BY AN EX-SLAVE

Frederick Douglass was born a slave in Maryland about 1818. He made his escape to New England in 1838. His Narrative, published in 1845, is one of the classics of the story of slavery as told by slaves themselves.

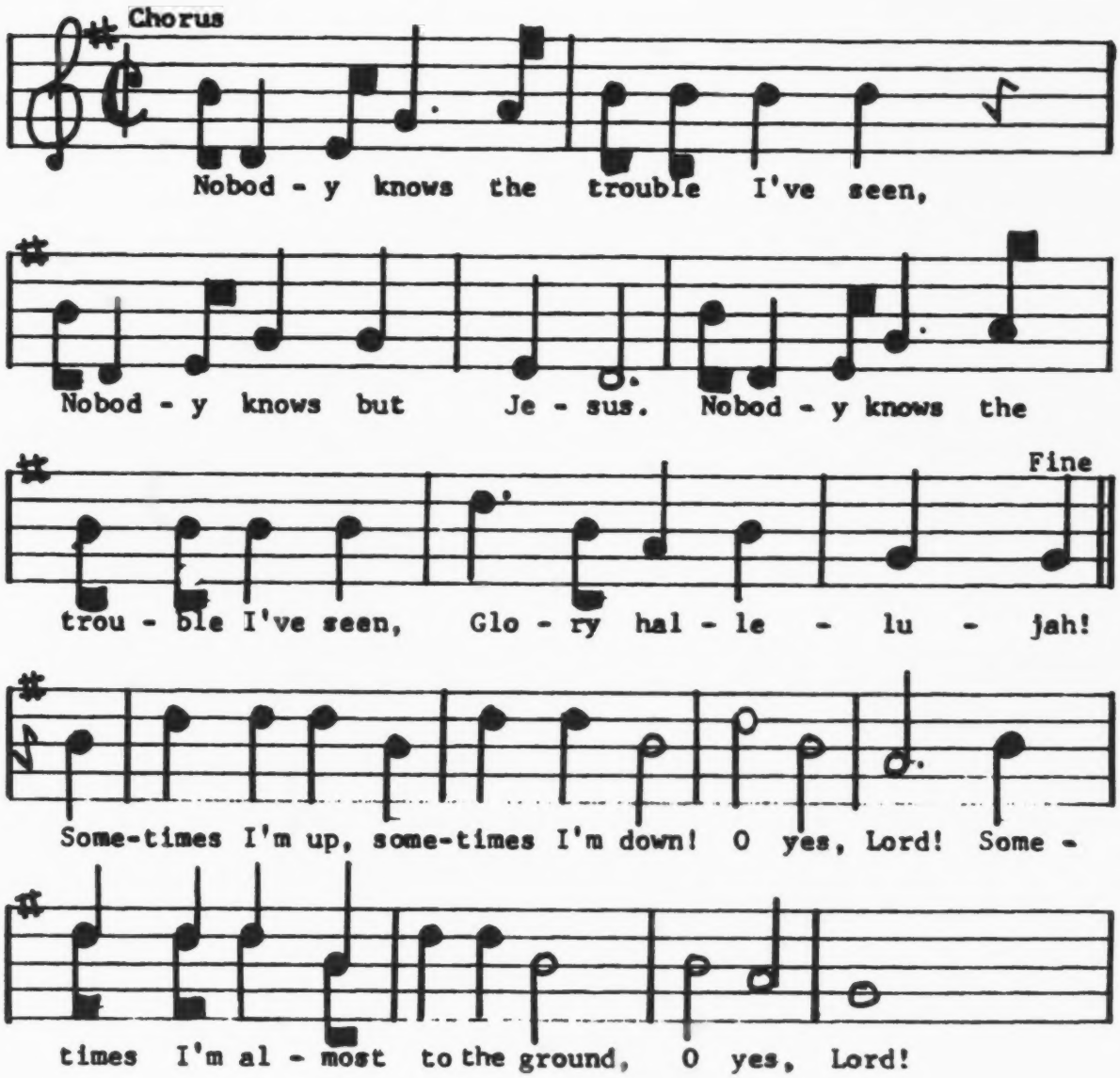
"I did not, when a slave, understand the deep meaning of those rude and apparently incoherent songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of woe which was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with ineffable sadness. I have frequently found myself in tears while hearing them. The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering conception of the dehumanizing character of slavery. I can never get rid of that conception."

"Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathy for my brethren in bonds."

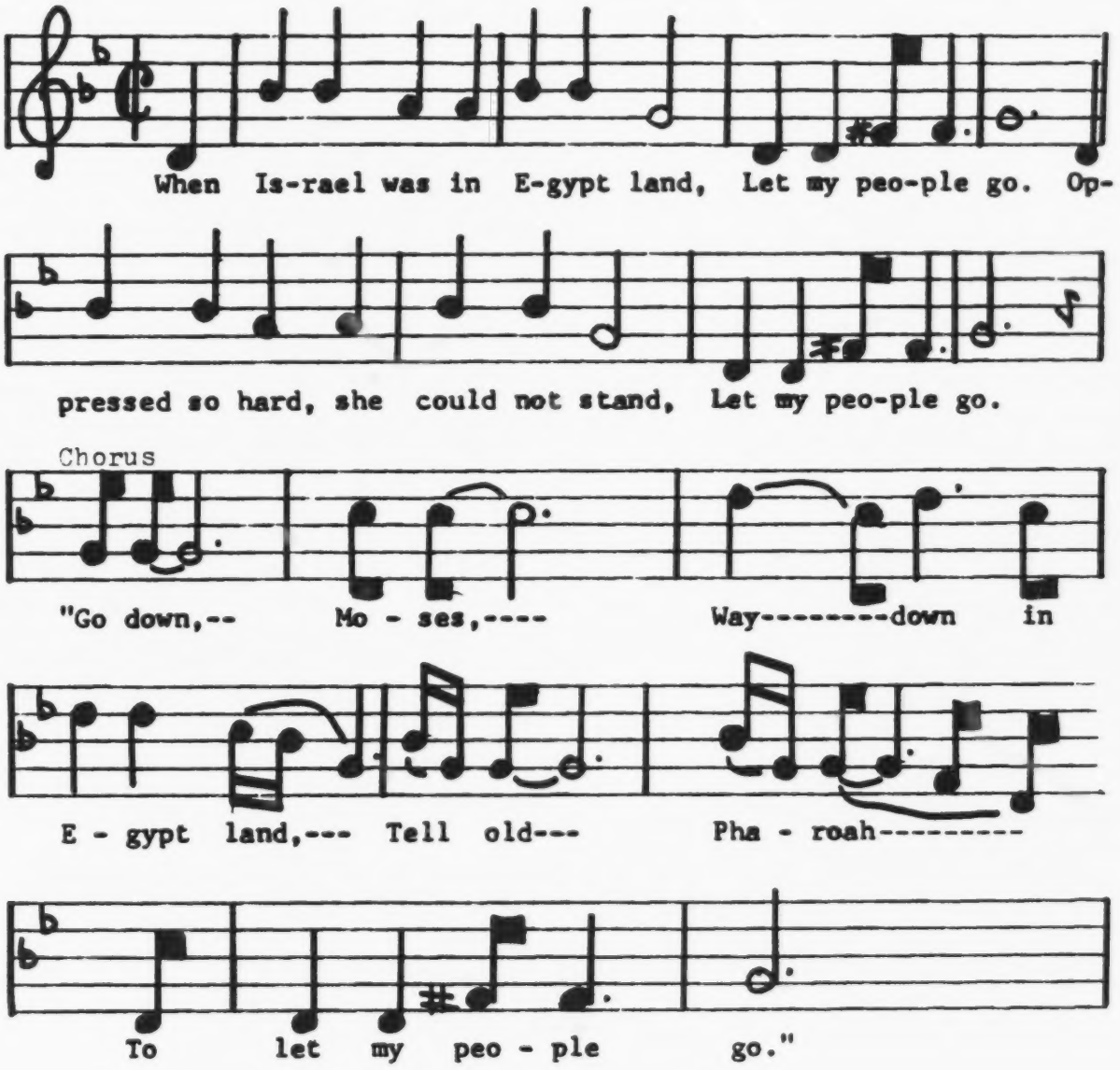
"I have been utterly astonished, since I came to the north, to find persons who could speak of the singing among slaves, as evidence of their contentment and happiness. It is impossible to conceive of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery."

Frederick Douglass
Narrative

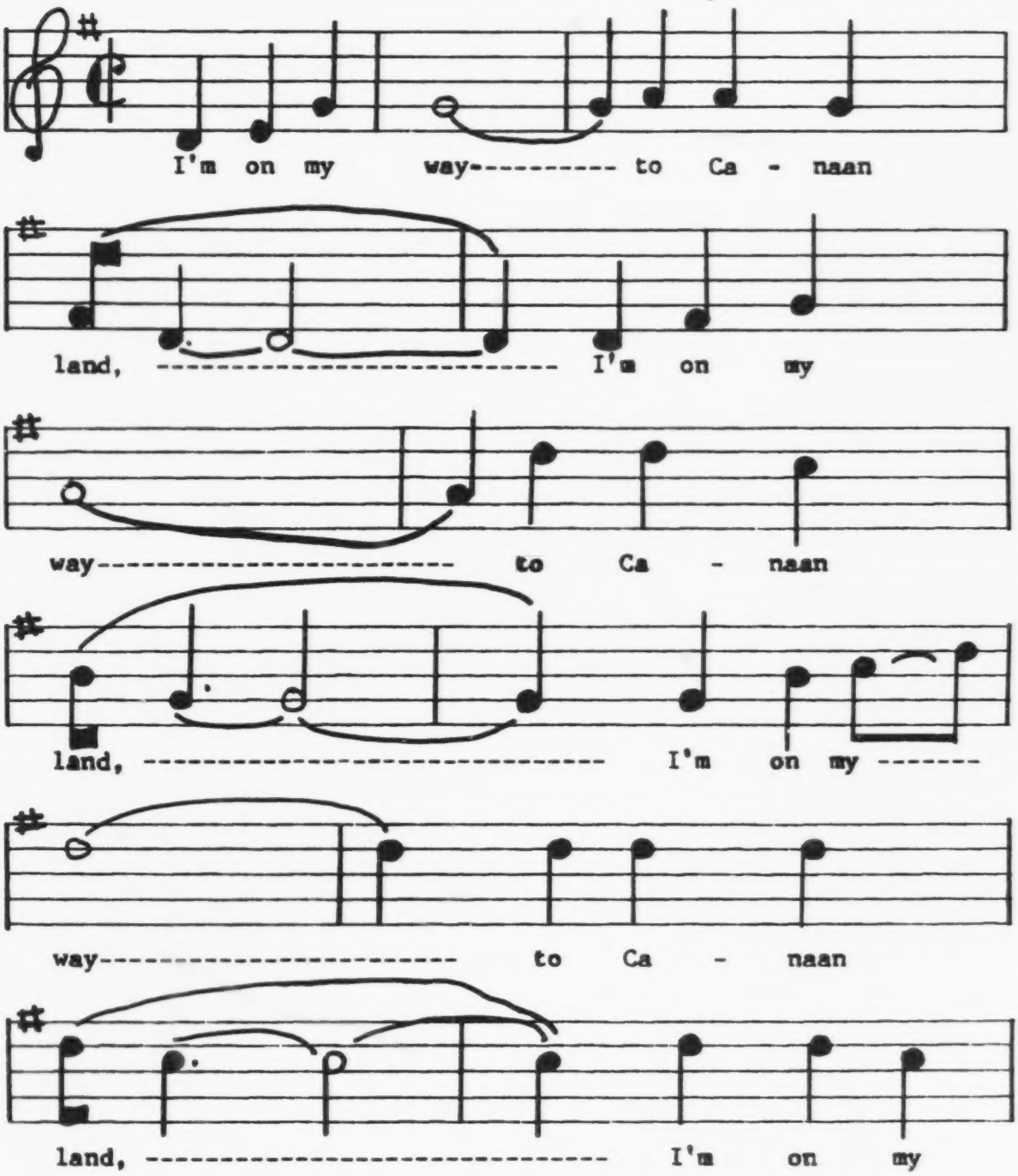
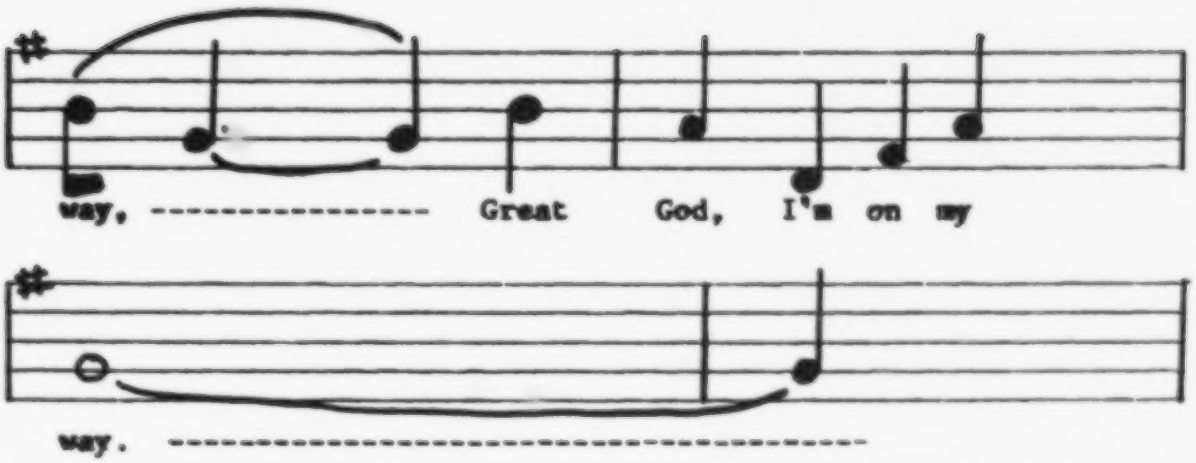
SONGS OF SLAVERY

Nobody Knows the Trouble I've Seen

Chorus
Nobod - y knows the trouble I've seen,
Nobod - y knows but Je - sus. Nobod - y knows the
Fine
trou - ble I've seen, Glo - ry hal - le - lu - jah!
Some-times I'm up, some-times I'm down! O yes, Lord! Some -
times I'm al - most to the ground, O yes, Lord!

2. What makes old Satan hate me so? O yes, Lord!
Because he got me once, but he let me go; O yes, Lord!

Go Down, Moses

When Is-rael was in E-gypt land, Let my peo-ple go. Op-
pressed so hard, she could not stand, Let my peo-ple go.
Chorus
"Go down,-- Mo - ses,---- Way--------down in
E - gypt land,--- Tell old--- Pha - roah---------
To let my peo - ple go."

2. "Thus spoke the Lord," bold Moses said,
Let my people go,
"If not, I'll strike your firstborn dead,"
Let my people go. (Chorus)

I'm On My Way

I'm on my way---------- to Ca - naan
land, ---------- I'm on my
way---------- to Ca - naan
land, ---------- I'm on my -------
way---------- to Ca - naan
land, ---------- I'm on my

2. I asked my brother to come with me, (three times)
I'm on my way, great God, I'm on my way.

28. SHOUTIN' AND SINGIN': SLAVE SONGS OF FREEDOM

Introduction:

Students analyze a selection of slave songs and compare them with black spirituals of the 20th century.

Objectives: Students will be able to:

1. Analyze a selection of black slave songs as to theme.

2. Explain the influence of the slaves' desire for freedom on those themes.

Teaching Time: 1 to 2 class periods.

Materials: Copies of Handout 28-1 for all class members. Additional songs may be obtained in the following books:

Blassingame, John W., The Slave Community: Plantation Life in the Antebellum South (New York: Oxford University Press, 1977), chapter 3, pp. 136-146.

Boles, John B., Black Southerners: 1619-1869 (Lexington, KY: University of Kentucky Press, 1984), chapter 3, pp. 145-150.

Scott, John Anthony, Ballad of America: The History of the United States in Song and Story (Carbondale, IL: Southern Illinois University Press, 1983).

Procedure:

1. Distribute Handout 28-1 or copies of songs that you have compiled. Have students read the songs aloud or have them sing the songs if music is available.

2. Discuss the themes of the songs.

3. Have the students research the differences in the kinds of slave songs, such as religious songs, lullabies, work songs, etc. The students should look for the common theme of freedom in the songs.

4. Have the students compare the themes of the religious spirituals of the 18th and 19th century with black spirituals of the 20th century. Have the themes changed? If so, how have they changed?

Prepared by Jeanne Kish and Karen Tryda, Cleveland (Ohio) Public Schools.

SLAVE SONGS

1. See these poor souls from Africa
Transported to America;
We are stolen, and sold in Georgia.
Will you go along with me
We are stolen, and sold in Georgia.
Come sound the Jubilee!

See the wives and husbands sold apart
Their childrens' screams will brak my heart;--
There's a better day a coming.
Will you go along with me?
There's a better day coming,
Go sound the Jubilee!

2. O, gracious Lord! When shall it be,
That we poor souls shall all be free;
Lord, break them slavery powers--
Will you go along with me?
Lord break them slavery powers
Go sound the Jubilee!

Dear Lord, dear Lord, when slavery'll cease,
Then we poor souls will have our peace--
There's a better day a coming.
Will you go along with me?
There's a better day a coming.
Go sound the Jubilee!

RELATED RESOURCES IN THE ERIC SYSTEM

The resources below are cited in the ERIC (Educational Resources Information Center) system. Each resource is identified by a six-digit number and two letters: "EJ" for journal articles, "ED" for other documents. Abstracts of and descriptive information about all ERIC documents are published in two cumulative indexes: Resources in Education (RIE) for ED listings and the Current Index to Journals in Education (CIJE) for EJ listings. This information is also accessible through three major on-line computer searching systems: DIALOG, ORBIT, and BRS.

Most, but not all, ERIC documents are available for viewing in microfiche (MF) at libraries that subscribe to the ERIC collection. Microfiche copies of these documents can also be purchased from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, VA 22304-5110. Paper copies (PC) of most documents can also be purchased from EDRS. Complete price information is provided in this bibliography. When ordering from EDRS, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Add postage to the MF or PC price at the rate of $1.74 for up to 75 microfiche or paper copy pages. Add $0.42 for each additional 75 microfiche or paper copy pages. One microfiche contains up to 96 document pages.

Journal articles are not available in microfiche. If your local library does not have the relevant issue of a journal, you may be able to obtain a reprint from University Microfilms International (UMI), 300 North Zeeb Road, Ann Arbor, MI 48106. All orders must be accompanied by payment in full, plus postage, and must include the following information: title of the periodical, title of the article, name of author, date of issue, volume number, issue number, and page number. Contact UMI for current price information.

Henes, Jack K., and Kitty Porterfield. Changing Neighborhoods. An Introduction to Alexandria Through Its Buildings. Alexandria, VA: Alexandria City Schools, 1983. ED 239 957. EDRS price: MF-$0.97/PC-$10.80 plus postage.

Designed for inclusion in an eighth-grade course on U.S. history or civics, this unit introduces local students to the history of Alexandria (Virginia) through a study of its buildings and urban growth. By examining factors which have changed the community (technology, transportation, economic influences) as well as the relationship between physical environment and lifestyle, students are encouraged to think about solutions to future problems of community development. Following an overview of evaluation strategies, the unit is divided into three parts. In part 1, students examine local buildings and documents. Part 2 contains two lessons in which students examine how buildings convey historical information. Four lessons in part 3 focus on Alexandria as a contemporary city. Students explore ways in which the area is still undergoing change by looking at transportation innovations and planned development. They consider a case study of each of these types of change (the city's waterfront area and metro station), conduct a survey of these two sites, and develop written and visual presentations. A bibliography and list of resources conclude the manual.

Holmes, Edward, Jr., and William Frkovich. The American Cowboy as Depicted Through Music and Poetry: Instructional Materials for Elementary Classroom Teachers. Tempe, AZ: Arizona State University, 1981. ED 207 901. EDRS price: MF-$0.97/PC-$3.60 plus postage.

This resource unit for elementary students brings together information about cowboys, with a special emphasis on the songs and poetry that they created and that were created about them. The unit is self-contained. All poems and songs are included. Objectives are provided. Specifically, the unit should help students read and understand poetry about cowboys; give students a base of knowledge on which to build in doing further independent work such as writing poetry, lyrics, and music; provide students with an awareness of the daily life of a cowboy in the Southwest; help students develop a realistic attitude toward the life of a cowboy, as opposed to the cowboy of American fable and legend; and help students learn how important the cowboy was in the development of the whole Southwest and, in particular, in the development of Arizona from a territory to a state. Activities for art, music, and other courses are suggested. Examples of activities follow. Students read verses of poetry aloud. For example, they rewrite poems such as "Cattle" or "I'm an Arizona Cowboy," using their own words and images. Students draw pictures or cartoons creating a scenario around a Western scene, write words for a song to be sung by a cowboy or cowgirl, and present a Western skit. The unit concludes with a bibliography of resources for students and teachers.

Kohler, Alfred D. Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A 4-6 Grade Humanities Program. 1976. ED 169 554. EDRS price: MF-$0.97/PC-$23.15 plus postage.

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. It contains lesson plans for grades 4-6 organized into the following categories: art, creative dramatics, film, movement, music, and poetry. Each category is preceded by a rationale, and each lesson plan within the category contains the grade level for which the plan is intended, the lesson's title and objectives, the equipment and materials needed, and a lesson scheme offering teaching techniques.

Lipman, Mathew. Grade School Philosophy: How Come and Where To? 1975. ED 103 295. EDRS price: MF-$0.97/PC-$2.15 plus postage.

The inclusion of philosophy as part of the elementary school curriculum is discussed in this paper. A definite trend toward specifically including ethics and logic offers a starting point for a philosophy course as part of the general curriculum or as a separate course of study. The author begins by presenting a general analysis of the recent interest in grade school philosophy. Next he discusses the role of research in determining the suitability of philosophy as part of the grade school curriculum suggesting that a philosophy course could make a significant and lasting improvement in general academic performance. Taking stock of what is going on today, a breakthrough of philosophy into the elementary school curriculum has occurred. Key factors in the

breakthrough include the writing of the first work in children's philosophy and the founding of the Institute for the Advancement of Philosophy for Children--its publications program, curriculum development, teacher training, and research projects. Suggestions for the future of elementary school philosophy are also presented.

Massialas, Byron G., and others. Peopling the American Colonies, Episode III. Resource Material Development: Population Dynamics in Eighth Grade American History. Tallahassee, FL: Florida State University, 1974. ED 212 534. EDRS price: MF-$0.97/PC-$5.40 plus postage.

This is the third unit in a series that introduces population concepts into the eighth-grade American history curriculum. In Episode III, the history topic is the late colonial period. Unit objectives are to (1) examine the effects of different lifestyles on population changes in America and England, (2) scrutinize the effect of the availability of resources on population changes in England, (3) survey the effects of social sanctions and marriage patterns in England and the American colonies on population increase and family size, (4) examine the effect of marriage customs and laws and the effect of different family sizes on population growth, and (5) evaluate student learning and reinforce conceptual understanding of population growth. Activities include having students read and discuss primary source materials about settlement in Kentucky, simulate a move to a new planet, determine arithmetically how different family sizes affect population growth, and play a game which reinforces the concept of population growth.

Massialas, Byron G., and others. Settling People in the American Colonies, Episode II. Resource Material Development: Population Dynamics in Eighth Grade American History. Tallahassee, FL: Florida State University, 1974. ED 212 508. EDRS price: MF-$0.97/PC-$1.80 plus postage.

This guide is the first in a series of eight designed to help teachers introduce population concepts into eighth-grade American history curriculum. (Unit I was never published.) Each of the units has a teacher and student component. Although the units can be used in five-day segments, teachers are encouraged to use them in a more flexible manner, using the materials for extended periods of time. In the teaching guide of each unit, an evaluation form, a statement of the unit's broad goal, specific statements of objectives in behavioral terms, hypotheses, background information, materials and equipment needed, and instructions as to how to use these materials are included. Specific materials (springboards) for classroom use are found in the student manual. In this document, Episode II, the history topic is European colonization of the New World. This unit has four segments. Twelve springboards and one transparency are given that help the student (1) scrutinize the lifestyle and settlement patterns of the American Indian before the arrival of the European and their later displacement because of colonist settlement patterns, (2) examine the ecological characteristics of where the colonists chose to settle, (3) compare and identify the characteristics of people in England between 1650-1700 with those who migrated to the New World, and (4) examine the relationship of cer-

tain background factors of the settlers to the geographic distribution within the colony.

Misenheimer, Carolyn. Using Historical Novels to Foster a Love of History. 1982. ED 226 356. EDRS price: MF-$0.97/PC-$1.80 plus postage.

The most effective vehicle for fostering a love of history in children is the use of historical novels. There are many excellent children's novels of American history, some quite simple and ideal for younger or less proficient readers. Since children tend to form a generalized picture of life and of people in a given era, they should be introduced to as wide a spectrum as possible through their own as well as the teacher's reading. Two books presenting contrasting views of the American colonial rebellion against England's George III are Fair Wind to Virginia, by Cornelia Meigs, set in the colonies and The Reb and the Redcoat, by Constance Savery, which takes place in England. Touchmar, by Mildred Lawrence, speaks of the lives of young girls during the 1770s, and particularly of girls who wished to have careers. Enid Meadowcroft's story Silver for General Washington tells of the training of Washington's troops at Valley Forge. In Rebel Siege, Jim Kjelgaard portrays the fiercely independent frontiersmen of the southern colonies during the Revolution. Finally, Johnny Tremain, by Esther Forbes, enthralls every child because it delineates many historical figures, such as Paul Revere and Joseph Warren, and gives children a clear concept of what being American really means. (A list of novels with Revolutionary War settings is appended.)

Naitove, Christine. "The Best of All Possible Worlds: An Eighteenth Century Humanities Program." Social Science Record 22(Spring 1985):20-25. EJ 317 498. Reprint available from UMI.

An intensive five-day all-day humanities course on 18th-century thought and culture for eighth-graders that involved 11 different departments is described. The course helped students recognize that what they were taught in one class could reinforce and illuminate what they were learning in another course.

Olcott, Mark, and David Lear. The Civil War Letters of Lewis Bissell: A History and Literature Curriculum. 1981. ED 247 206. EDRS price: MF-$097/PC-$31.90 plus postage.

Designed for use in a one-semester course in U.S. history or literature at the intermediate or secondary level, this collection of the Civil War letters of Lewis Bissell, a Union soldier, is divided into two major parts. Part I (chapters 1 through 5) covers the period of time Bissell spent guarding Washington, District of Columbia. Each chapter corresponds to a change in locale. Part 2 (chapters 6 through 9) covers the time Bissell was involved in combat and is divided by specific campaigns. The firsthand accounts of the war provided in these letters offer students an insider's view of the Civil War as well as insights into human nature, the experience of war, and Northern society. Where relevant, chapters are introduced by historical background information, overviews of the major themes in the letters, items for identification,

materials for supplemental study, and background information for using the letters in the literature course. Additional notes to the teacher outline possible texts to use in conjunction with the letters and recommendations for course planning. Appendices contain "An Appeal to the Men of Connecticut," army command structure, a diagram of the armies of the United States, and a "rebel letter." Although designed as a one-semester course, excerpts from this collection can be integrated into intermediate and secondary social studies or humanities units on the Civil War.

Platania, Phil, and Debbie Haught. Early Maritime Cultures of North Carolina. Project CAPE Teaching Module 5-6c. Manteo, NC: Dare County Board of Education, 1983. ED 243 723. EDRS price: MF-$0.97 plus postage.

Nine lessons are provided in this interdisciplinary unit, which examines how the early maritime cultures have affected the lifestyles of today. The unit is designed to supplement fifth- and sixth-grade social studies, art, science, language arts, mathematics, music, and reading curricula. Each lesson includes lesson concepts, competency goals, objectives, materials, vocabulary words, background information, teacher preparation, and activities. Activities are designed to foster development of manipulative, communicative, measurement, creative, inquiry, and organizational skills to enable students to develop a better understanding of how water influences history and human culture. Topic areas explored in the lessons are: (1) Algonkian history and culture, (2) early English settlers, (3) hardships of settlers' lives, (4) colonial industries (shipping and ship building), (5) colonial industries (naval stores), (6) colonial crafts, (7) colonial folklore, (8) folk music, and (9) archaeological digs. A packet of materials to be duplicated for student use is included.

Polsky, Milton E. The American Slave Narrative: Dramatic Resource Material for the Classroom. 1974. ED 090 129. EDRS price: MF-$0.97 plus postage.

Examples from American slave narratives offer demonstrative evidence that slave biographies and autobiographies deal with the worthwhile theme of the denial of and struggle for freedom and contain exciting adventure plots consisting of mystery, romance, risk-taking, and disguises. Characters striving for freedom exhibit positive traits such as conviction, courage, and creativity. Dialogue as well as song lyrics contain humor and wit and often act as coded forms of resistance. The slave narrative genre offers compelling and inspiring resource materials, including vivid and varied locales of potential interest to young people. Suggestions are offered on how these materials can be integrated with a variety of classroom activities--music, art, writing, discussion, debate, dramatization, and dance. The story of the black runaway comprises one of the most meaningful chapters of American history.

Schraff, Anne. Tecumseh. The Story of An American Indian. 1979. ED 173 026. EDRS price: MF-$0.97 plus postage.

Tecumseh, famed for his skills as an orator, warrior, military strategist, and leader of his Shawnee people, has been called one of the great American leaders. In 1812 he assembled 3,000 warriors from 32 American Indian tribes in an effort to save the Indian lands from the onslaught of the white soldiers and settlers. It was the largest Indian army ever to fight against the whites. He was born in 1768 in Old Piqua, a prosperous Shawnee village of 4,000 people located near what is now Springfield, Ohio. By the time he was six, white settlers were attacking Shawnee villages and taking over tribal lands. Tecumseh was respected as a leader among both his people and other tribes and he devoted his life to stopping the white invaders and saving the lands of his people. He believed that only by uniting into a strong Indian confederacy could his people have any chance against the whites, and he traveled from Canada to the Gulf of Mexico enlisting other tribes in his cause. Between 1811 and 1813, his forces actively resisted the white armies of General William Henry Harrison, but in 1813 at the Battle of Thames Tecumseh was killed and the power of the Indian people in the Ohio Valley destroyed. Many legends grew up about his power and honor, and Indian people remember with pride a great man who loved his people so much he died for them. This volume is one of a series of biographies of American Indian leaders; it is intended for grades 5 and up.

Smith, Gary R. Cultural Sight and Insight: Dealing with Diverse Viewpoints and Values, GPE Humanities Series. New York: Global Perspectives in Education, Inc., 1979. ED 237 429. EDRS price: MF-$0.97 plus postage.

Intended to provide students in grades 6-12 with a global perspective, these ready-to-use activities deal with the concept of cultural differences. The materials can fit into courses dealing with cultures, American cultural diversity, and human relations. There are five parts. The activities in part 1 will help sensitize students to a multicultural world and help them to understand that the particular culture they live in has molded their own ways of acting and thinking. In part 2 students explore the ways we perceive and misperceive others. In part 3 they learn how and why we label people in certain ways. Students examine the cultural influences in their daily lives that often operate on a subconscious level in the activities of part 4, "The Power of Culture." Part 5 focuses on the roles students play now in their own interactions with others. Examples of activities include having students respond to a series of statements about cultural groups, analyze readings, judge photographs, analyze a Grimm fairy tale for sex role stereotypes, and discuss case studies.

Taylor, Joshua, Jr. What Did It Look Like Then? Eighteenth Century Architectural Elements. Arlington, VA: Arlington County Public Schools, 1983. ED 239 952. EDRS price: MF-$0.97/PC-$3.60 plus postage.

Designed primarily for use in the intermediate grades, this unit provides 11 lessons and related activities for teaching students to look

at colonial architectural elements as a means of learning about 18th-century lifestyles. Although the unit relies upon resources available in Alexandria and Arlington, Virginia, other 18th-century cities or towns can be studied in the same manner. Lesson topics include identifying elements of colonial architecture, understanding the history of colonial architecture, reading floor plans for architectural details, identifying exterior and interior architectural elements, taking a walking tour of Alexandria's Carlyle House or a similar 18th-century structure, investigating modern adaptations of colonial elements, comparing architecture of the past with presentday and anticipated future styles, and designing a colonial dwelling. Goals, objectives, suggested materials, teacher guides, student assignments, and illustrations are included in each lesson. Appendices giving details for a walking tour of Alexandria are followed by a short, annotated bibliography.

Thomas, Marjorie. "For Enrichment and Enjoyment: The Humanities." Social Studies Review 21 (Fall 1981):44-47. EJ 257 168. Reprint available from UMI.

The author describes three humanities activities, designed using the 1981 "California History/Social Science Framework," in which seventh-grade social studies students study medieval culture. Students design personal coats-of-arms, play a typical medieval game, listen to medieval stories and myths, and draw or illustrate stories using medieval symbols or heroes.

Weiss, Helen, and Margaret Weigel. Women's Rights Unit. Cedar Falls, IA: Area Education Agency 7, 1980. ED 239 972. EDRS price: MF-$0.97/PC-$1.80 plus postage.

Designed for use in the intermediate grades, this interdisciplinary unit help students examine traditional and modern roles of women. Fourteen lessons focus on women's activities in colonial America, reasons for women's discontent, the women's rights movement of the 1800s, changes in the roles of women, enfranchisement of women, women's role since 1920, and the goals of women's liberation. Each lesson contains a reading followed by discussion questions and suggested activities. Examples of activities are discussing stereotyping, viewing films, reproducing colonial crafts, creating collages, conducting debates, taking field trips, interviewing women, and creating an 1800s newspaper. A self-evaluation questionnaire is provided for teachers as a means of checking their own awareness of sex stereotyping in the classroom.

Whitchelo, Jack, and Carole Hickens. A Journey. A Unit to Develop Self-Awareness Through a Fine Arts Approach. Cedar Falls, IA: Area Education Agency 7, 1980. ED 239 992. EDRS price: MF-$0.97/PC-$1.80 plus postage.

Designed for elementary school students, the unit presents five brief sessions for teaching an historical event using a fine arts approach. By incorporating dance, drama, art, and music into the study of historical events, students heighten their awareness of themselves and of the characters in history. In session 1, students reenact and discuss the political and emotional climate which prompted the Pilgrims

to leave England. In session 2, students base creative writing, drama, and research activities around the theme of a busy harbor. Session 3 focuses on the Mayflower--the feelings, discomforts, and interpersonal conflicts which may have occurred. Students discuss feelings and emotions upon the discovery of land and act out the Pilgrims' arrival in session 4. The final session concludes the unit by reviewing vocabulary, relating student experiences, and providing additional suggestions. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project.

THE EARLY NATIONAL PERIOD: A SELECTED BIBLIOGRAPHY

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176

Religion and Culture

Perhaps the best introduction to New England Puritanism is Edmund S. Morgan's brief The Puritan Dilemma (Boston: Little, Brown, 1958), but the interested reader should at least sample the enormously rich scholarship of Perry Miller--try his Errand Into the Wilderness (Cambridge, MA: Harvard University Press, 1956) for a start. On the Great Awakening see Alan Heimert, Religion and the American Mind (Cambridge, MA: Harvard University Press, 1966); David S. Lovejoy, ed., Religious Enthusiasm and the Great Awakening (Englewood Cliff, NJ: Prentice-Hall, 1969); and William G., McLoughlin, Isaac Backus and the American Pietistic Tradition (Boston: Little, Brown, 1970).

On Puritanism and the Revolution begin by reading Edmund S. Morgan, ed., Puritan Political Ideas (Indianapolis: Bobbs Merrill, 1965) and Bernard Bailyn, Ideological Origins of the American Revolution (Cambridge, MA: Harvard University Press, 1967). See also Henry F. May, The Enlightenment in America (New York: Oxford University Press, 1976) and Winthrop S. Hudson, The Great Tradition of the American Churches (Magnolia, MA: Peter Smith, 1943).

For the Second Great Awakening consult Sidney E. Mead, Nathaniel V. Taylor (Chicago: University of Chicago Press, 1942); Whitney R. Cross, The Burned Over District (Ithaca, NY: Cornell University Press, 1950); Paul E. Johnson, A Shopkeeper's Millennium (New York: Hill and Wang, 1978). On religion in the South see Rhys Isaac's imaginative The Transformation of Virginia, 1740-1790 (Chapel Hill, NC: University of North Carolina Press, 1982); John B. Boles, The Great Revival, 1787-1805 (Lexington, KY: University of Kentucky Press, 1972) and Religion in Antebellum Kentucky (Lexington, KY: University of Kentucky Press, 1976); Dickson D. Bruce, And They All Sang Hallelujah (Knoxville, TN: University of Tennessee Press, 1974); Donald G. Mathews, Religion in the Old South (Chicago: University of Chicago Press, 1977); and Ann C. Loveland, Southern Evangelicals and the Social Order, 1800-1860 (Baton Rouge, LA: Louisiana State University Press, 1980).

Art and Architecture

Analysis and Interpretation

For beginners just learning how to analyze and interpret works of art, a useful place to start reading is Joshua C. Taylor, To See Is to Think: Looking at American Art (Washington, DC: Smithsonian, 1975). Another useful guide to thinking and writing about artworks is Sylvan Barnet, A Short Guide to Writing about Art (Boston: Little, Brown, 1981), which is available in paperback.

Survey Books on American Art

For depth of insight and breadth of coverage in a compact format, it is hard to find a better survey text than Edgar P. Richardson, Short History of American Painting: The Story of 450 Years, now issued in paperback by Harper and Row (New York). The most recent textbook to try and cover all aspects of art production in this country from colonial times to the present is Milton Brown, Sam Hunter, John Jacobus, and others, American Art: Painting, Sculpture, Architecture, Decorative Arts, Photography (Englewood Cliffs, NJ: Prentice-Hall, 1979), but this weighty volume also carries a hefty price tag.

American Architecture

Far and away the best writing to be found on the architecture of the young republic is in William H. Pierson, Jr., American Buildings and Their Architects, Volume I, The Colonial and Neoclassical Styles (Garden City, NY: Anchor Press/Doubleday, 1976), and Volume II, Part One, Technology and the Picturesque: The Corporate and the Early Gothic Styles (Garden City, NY: Doubleday, 1978). Pierson's first volume is particularly valuable since it opens with a chapter on the background to the architecture of Colonial America, which serves as a primer on the differences between the Greek and the Gothic styles.

American Painting

Popular books such as James Thomas Flexner, America's Old Masters, first printed in 1939, have been superseded by excellent exhibition catalogues and detailed monographs such as E.P. Richardson, Brooke Hindle, and Lillian B. Miller, Charles Willson Peale and His World (New York: Abrams, 1982); National Gallery of Art's exhibition catalogue, Gilbert Stuart (Washington, DC: 1967); and the exhibition catalogue by Helen A. Cooper and others, John Trumbull: The Hand and Spirit of a Painter (New Haven: Yale University Art Gallery, 1982).

On the vital issue of American art and patronage, two books appeared at virtually the same moment almost 20 year ago: Neil Harris, The Artist in American Society: The Formative Years, 1790-1860 (New York: Braziller, 1966), and Lillian B. Jiller, Patrons and Patriotism: The Encouragement of the Fine Arts in the United States, 1790-1860 (Chicago: University of Chicago Press, 1966).

Interesting iconographic approaches to American imagery can be found in books such as Joshua C. Taylor, America as Art (Washington, DC: Smithsonian, 1976); Ellwood Parry, The Image of the Indian and the Black Man in American Art, 1590-1900 (New York: Braziller, 1974); and Wendy C. Wick, George Washington, An American Icon (Washington, DC: National Portrait Gallery, 1982).

American Sculpture

The most detailed source of information on the origins of professional stone and wood carving in the United States remains Wayne Craven, Sculpture in America (New York: Thomas Y. Crowell, 1968).

American Printmaking

Wendy J. Shadwell, American Printmaking, The First 150 Years (Washington, DC: Smithsonian, 1969), offers the best available pictorial survey of American prints from 1670 to 1820.

Literature

Robert E. Spiller's American Literary Revolution 1783-1837 (New York: Doubleday and New York University Press, 1967) provides an excellent overview and sampling of the best literature in the New American Republic. Most American literature anthologies also provide an adequate sample, including diaries and journals, letters, political tracts, essays, poetry, fiction, and folk songs. Even more popular literature is included in the documents collected by Donald Scott and Bernard Wishy in America's Families (New York: Harper and Row, 1982) and in Leslie Fiedler and Arthur Zeiger's O Brave New World (New York: Dell, 1968).

The following lengthier works, most of them reprinted in modern editions, provide insight into American values, literary tastes, sexual politics, and strong attachment to the land. Central prose works include Benjamin Franklin's Autobiography, Charles Francis Adams's, Familar Letters of John Adams and His Wife Abigail During the Revolution, James F. Cooper's Notions of the Americans (1828), A Narrative of the Life of David Crockett of the State of Tennessee, Life of Ma-Ka-Tai-Me-Kia-Kiah, or Black Hawk, new ed. by Donald Jackson, and The Travels of William Barbram.

American newspapers and magazines of this early period also provide useful materials. Many, like The Columbian Magazine, are available on microfilm. Frank Luther Mott's A History of American Magazines, 1741-1850 (Cambridge, MA: Harvard University Press, 1930) is a clear, insightful guide to these periodicals. Of the numerous personal, state, and national histories being written, Parson Weems' Life of Washington, new ed. by Marcus Cunliffe (Cambridge, MA: Harvard University Press, 1962) remains a classic!

As guides to early American fiction, Henri Petter's The Early American Novel (Columbus, OH: Ohio State University Press, 1971) and Herbert Ross Brown's The Sentimental Novel in America, 1789-1860 (Salem, NH: Ayer Co., 1940) are excellent, both in their text and bibliography. Petter includes an appendix of plot summaries for the novels he discusses. Some of these early novels are available in clear, modern editions: Hugh Brackenridge's Modern Chivalry (New Haven, CT: New College and University Press, 1977), Hannah Foster's The Coquette (New York: Somerset, 1797), Sarah Hale's Northwood (New York: Johnson, 1970), and all the novels of Charles Brockden Brown. Among the great quantities of books analyzing the place of these writers and their literature in the New Republic, two are outstanding for their integration of literary themes and culture into larger political and social themes: William R. Raylor, Cavalier and Yankee (Cambridge, MA: Harvard University Press, 1979) and Lawrence J. Friedman, Inventors of the Promised Land (New York: Knopf, 1975).

Political Thought and Party Conflict

Two brilliant and enormously influential books have thoroughly reshaped modern understanding of America's Revolutionary experience and thought: Bernard Bailyn, The Ideological Origins of the American Revolution (Cambridge, MA: Harvard University Press, 1967), and Gordon S. Wood, The Creation of the American Republic (Chapel Hill, NC: University of North Carolina Press, 1969). The latter is the finest study ever done of Federalist thinking and the background of the Constitution; it cannot be too strongly recommended.

Herbert Storing's What the Antifederalists Were For (Chicago: University of Chicago Press, 1981) is an excellent brief analysis of the Constitution's critics. Two recent explorations of political thought and values during the first years of the new government are Lance Banning, The Jeffersonian Persuasion (Ithaca, NY: Cornell University Press, 1978) and Drew R. McCoy, The Elusive Republic: Political Economy in Jeffersonian America (Chapel Hill, NC: University of North Carolina Press, 1980). These may be supplemented with Linda K. Kerber, Federalists in Dissent: Imagery and Ideology in Jeffersonian America (Ithaca, NY: Cornell University Press, 1970).

Two volumes in the New American nation series offer very full narratives of the first years of the new regime: John C. Miller, The Federalist Era, 1789-1801 (New York: Harper and Row, 1960), and Marshall Smelser, The Democratic Republic, 1801-1815 (New York: Harper and Row, 1968). The most influential studies of the social sources of political division include Jackson Turner Main, Political Parties before the Constitution (New York: Norton, 1973) and Paul Goodman, "The First American Party System," in The American Party Systems: Stages of Political Development, edited by William Nisbet Chambers and Walter Dean Burnham (New York: Oxford University Press, 1967).